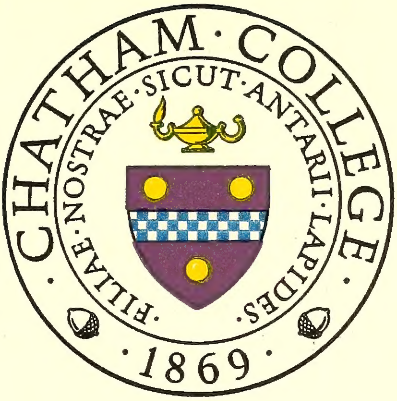
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BULLETIN

1965-66

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EDUCATIONAL PROGRAM

The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding, and with a readiness to adjust and act responsibly.

The liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The College program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes, and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities emphasized in the College program are these:

1. The ability to communicate: this involves reading, writing, listening, and speaking.

2. The ability to solve problems: this involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, presentation of valid conclusions, and the application of conclusions.
3. The ability to express oneself: this involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society:

1. Each individual is an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

There are socially constructive attitudes which hopefully emerge:

1. Consideration for the viewpoints of others, with freedom from racial, religious, or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative activities of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.
3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where common curricular goals are desirable. There are also spheres of knowledge where individual interests and talents should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential

materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities, and the world of values. Furthermore, the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic curriculum: basic education should be (1) comprehensive, (2) directive in emphasis, (3) correlated with specialized interests, (4) concerned with the development of social consciousness, (5) challenging to the further use of creative talent and (6) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

AREA I—MAN

CULTURE AND PERSONALITY. This is a three-hour course which ordinarily will be taken in the junior year. It includes an interdisciplinary examination of the contributions of the behavioral sciences, particularly psychology and anthropology, to an understanding of cultural values and the individual's acceptance of values.

AREA II—THE UNIVERSE

The purpose of a liberal education is to produce persons who are literate in terms of the culture in which they are to participate. A knowledge of the methods and concepts of science and their relationships to human life is particularly appropriate to a modern expression of the liberal ideal. A two-year requirement in science, in which the student may choose from basic courses in the sciences, is designed to provide an understanding of science as an integral part of the liberal arts experience.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense, but rather a course dealing with the problems and achievements of our cultural heritage.

THE AMERICAN POLITICAL PROCESS. This is a three-hour one semester course ordinarily taken in the sophomore year. In general, it involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision-making. More specifically, it centers on the study of political behavior within the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives and courts.

WORLD ISSUES. This is a three-hour one semester course which analyzes the dynamic forces in international politics. The general topics include social modernization, totalitarianism, the Communist countries, the Atlantic Alliance, the revolution in military technology, and the American response to the world.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a three-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry and music. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a program requiring an evaluation of recommended concerts, plays, novels, art exhibits and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

KNOWLEDGE AND VALUES. This is a unit of two three-hour courses, one in the sophomore year and another in the senior year. The unit is concerned primarily with problems raised by moral and religious experience and by man's desire for unity in his vision of existence.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This may be accomplished either through a proficiency examination or course work. (See the College Language Requirements, pages 40 and 73).

ENGLISH REQUIREMENT. Because writing is best learned in subject matter content, the familiar freshman English course is not offered at Chatham. Instead, all freshmen, unless exempted by the department, are required to elect one of the following English courses: Content and Form in Contemporary Literature; the Dimensions of Poetry; Mythology, Epic and Ballad; or Advanced Exposition.

EFFECTIVE SPEECH. This is a three-hour, one semester course. It is correlated with basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four-semester requirement with electives in team sports, individual and dual sports, aquatics, and dance.

The above courses constitute the curriculum of basic education.* In the average student program, they total less than half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years.

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations. Through the exemption examinations a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they have no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

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*Further description of these courses may be found on pages 45-48.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter shall be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

To fulfill the requirement in concentration, the College offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community, or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors representing six hours of academic credit. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets regularly with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

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*Further description of these majors may be found on pages 40 and 41.

It will be readily granted that success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the College.

Chatham College

THE COLLEGE

The College

THE PAST

Chatham College is the result of the efforts of many devoted men and women who have built and are building their lives into it. Its story begins with the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in establishing a college for women in Pittsburgh.

The year was 1869. Founded to offer an educational program to young ladies comparable to the finest offered young men, the College began as Pennsylvania Female College. In its early days it consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the College site. For many years, the College Catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a full-fledged college. The College offered courses in languages, both modern and ancient, English literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training.

From the opening day of the College, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building.

For nearly a score of years, the College consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to Pennsylvania College for Women, with the action to amend the charter being started through student petition to the Board of Trustees.

The College continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

The following year, the resident students organized a student government program. This, in the form of Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program, but in the spring of 1923 a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 the Louise C. Buhl Hall of Science. This hall was named in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions.

In the Lower Division, the student would acquire knowledge of the major fields of human thought. In the Upper Division, the student would concentrate in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty felt, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the College with the residence and grounds which had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the College saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall plus a new wing which included an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, and three new buildings to replace the original College buildings. Thus the College became one of the best equipped small colleges in the country. Benedum Hall was given to the College by the Claude Worthington Benedum Foundation in 1960 in honor of Michael L. Benedum and Sarah Lantz Benedum. This structure, originally named Greystone, was the home of the Benedum family for nearly fifty years. Included in the gift were eight acres of property and Gateway House. In 1962-63 the College received through gift a large tract of land on Fifth Avenue and acquired through purchase the handsome home on Woodland Road now known as the newer Berry Hall, as well as Pelletreau Hall, a two-unit apartment structure on Fifth Avenue.

Currently the College has an endowment of eleven million dollars in market value.

In 1946, the foundation of the present curriculum was introduced, a development which placed Chatham among the pioneers in curricular progress in the post-war period.

The name Pennsylvania College for Women was changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

THE CAMPUS

Following the vision and purpose of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the advantage of being within a short distance of the theatre, the museums, the symphony hall, the libraries, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of more than six hundred. The campus also has expanded to meet the growth of the college: there are now thirty-nine buildings on forty-four acres of rolling, wooded grounds.

Dominating the Chatham landscape is the Chapel which seats eight hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played for ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, meditation chapel, a choir room, and offices.

Adjacent to the Chapel in the quadrangle of buildings is the James Laughlin Memorial Library which contains more than sixty thousand volumes. Like the Chapel and all buildings in this integral part of the campus, it is Georgian in architecture. The reading room, with its wide tables, individual lights, and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and reserve room, the historical room, seminar and private study rooms, and the microfilm room.

The Louise C. Buhl Hall of Science has laboratories for the study of chemistry, biology, psychology, and physics, as well as a lecture hall with facilities for the use of the latest audio-visual aids. The science library on the lower floor has approximately four thousand volumes.

A trio of buildings, dedicated in the spring of 1954, completes the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extracurricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore, a modern snack bar, and the language laboratory.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the ten dormitories. In this residence hall are single and double rooms, as well as suites of two rooms. Woodland also houses the College dining rooms. The dining hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere. Paintings from the College collection are on permanent display in the living room.

Adjacent to Woodland is Dilworth Hall, a handsome red brick Georgian building housing sixty-six students and providing a suite for day students as well as an apartment for visiting scholars and lecturers. Separated from Dilworth by the Mellon orchard is the College infirmary, Lindsay Hall, which once was the home of the presidents of the college.

The grounds of Lindsay Hall are directly connected to the grounds of Andrew W. Mellon Hall, one time home of Andrew W. Mellon, industrialist and Secretary of the Treasury. Andrew W. Mellon Hall is a residence for a number of seniors and contains bowling alleys and a tiled regulation-size swimming pool. Appropriate examples of painting and sculpture from the College collection, notably a large landscape by Corot, decorate the public rooms.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. This building has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road are the three and one-half acre recreation field and the Physical Education Center. This building includes a large gymnasium floor, seminar rooms, classrooms, and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four all-weather tennis courts.

There are also facilities for picnics, and, in the cold weather, the Lodge (just off the playing field), with its large living room, open fireplace, and kitchenette, is an inviting place for informal gatherings.

Towards Wilkins Avenue on Woodland Road are the handsome Berry Hall, residence for students, and Gregg House, home of the president of the College.

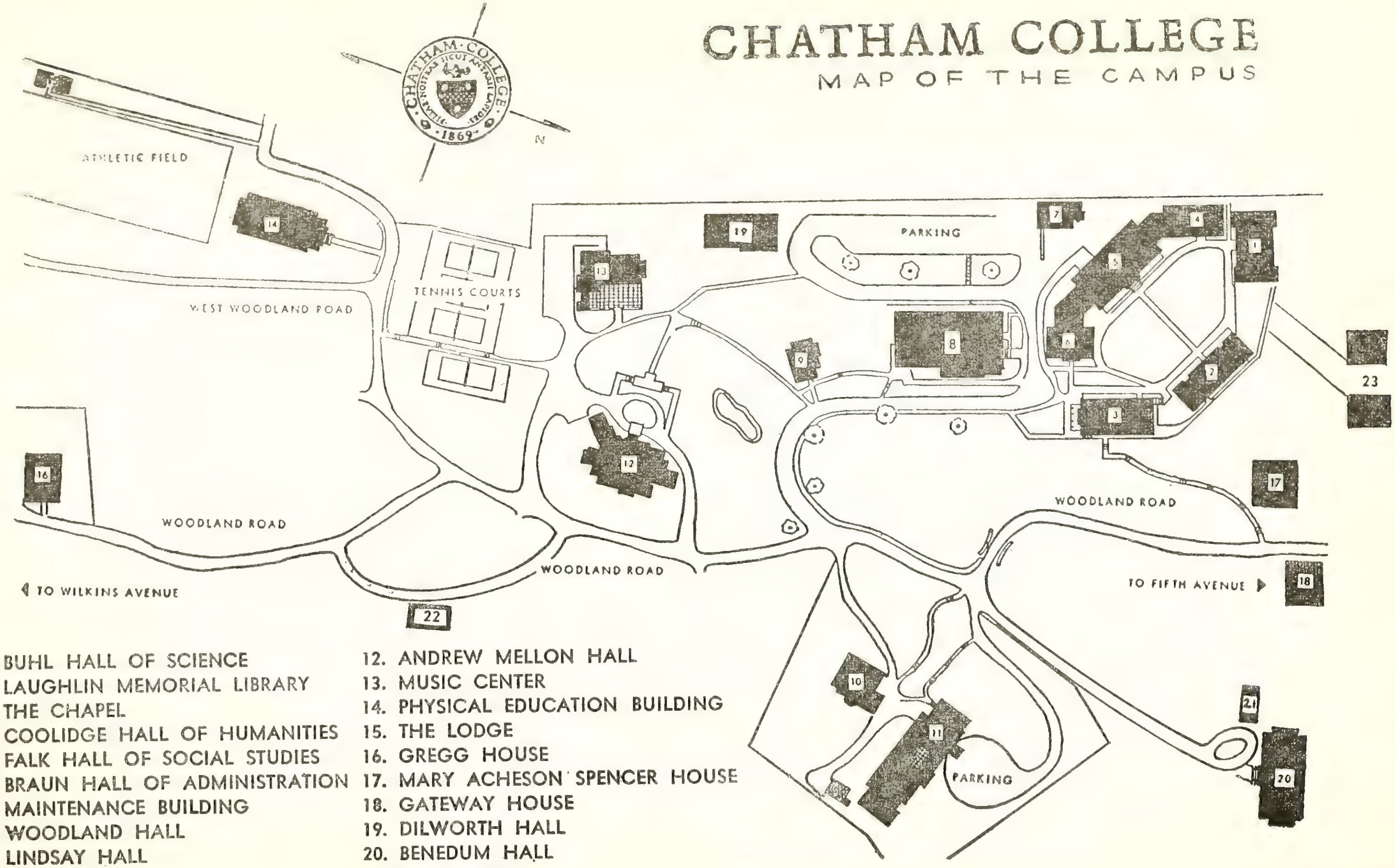
On the hillsides opposite Woodland Hall are four dormitories. Fickes and Beatty Halls, originally family estates, are characteristic of the homelike atmosphere which is one of the most appealing features of the Chatham residence halls.

The third, Benedum Hall, was once the home of oilman Michael L. Benedum. On the grounds of this estate is the Arts Studio, well supplied with natural light. Both of these buildings are situated high above Fifth Avenue and command an unequalled view of the city's Shadyside and East Liberty districts. Terraced rose gardens connect the grounds of this estate with those of Gateway House, a fine example of American Gothic architecture.

Across Woodland Road from Gateway House is Mary Acheson Spencer House, the residence of the executive dean of the College. Down Fifth Avenue a short distance is Pelletreau Hall, a two-unit structure with thirty-nine student and faculty suites. Pelletreau Hall is connected to the main campus at the back of the library by a handsomely landscaped stairway.

CHATHAM COLLEGE

MAP OF THE CAMPUS


CHATHAM COLLEGE
1869
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ATHLETIC FIELD
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1. BUHL HALL OF SCIENCE
2. LAUGHLIN MEMORIAL LIBRARY
3. THE CHAPEL
4. COOLIDGE HALL OF HUMANITIES
5. FALK HALL OF SOCIAL STUDIES
6. BRAUN HALL OF ADMINISTRATION
7. MAINTENANCE BUILDING
8. WOODLAND HALL
9. LINDSAY HALL
10. BEATTY HALL
11. FICKES HALL
12. ANDREW MELLON HALL
13. MUSIC CENTER
14. PHYSICAL EDUCATION BUILDING
15. THE LODGE
16. GREGG HOUSE
17. MARY ACHESON SPENCER HOUSE
18. GATEWAY HOUSE
19. DILWORTH HALL
20. BENEDUM HALL
21. ART CENTER
22. BERRY HALL

THE COLLEGE COMMUNITY

The College community of seventy faculty and more than six hundred students drawn from many states and foreign countries provides variety of experience and yet assures each student a distinctive place and individual consideration. The classes at Chatham are small and the instruction is individualized. Half of the classes have no more than fifteen students enrolled, and the majority have no more than thirty. There is opportunity for seminar discussions and for numerous contacts with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students, and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. From the faculty comes a steady flow of significant books and scholarly articles. In its membership are artists, musicians, dramatists, and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

Phi Beta Kappa, the nation's oldest and most well known scholastic honor society, has established one of its 166 chapters in the country at Chatham College. Students are elected to membership on the basis of sound scholarship, the promise of future creative scholarship, and a minimum grade point average. Chatham's chapter of Phi Beta Kappa is known as Omicron of Pennsylvania.

The students at Chatham are selected for their intellectual curiosity, character, and achievement. Different nationalities are represented each year in the student body. In recent years there have been students from Argentina, Colombia, Egypt, France, India, Iran, Japan, Korea, Lebanon, Pakistan, Peru, Switzerland, and Thailand. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

At Chatham College an attempt is made to have all offerings contribute toward the total educational development of the student. The climate conducive for maximum personal development of each student stems from our faith in and devotion to the Honor Code. Every student, upon admission, automatically accepts the Chatham College Honor Code, a code of living which reflects mutual respect, loyalty to and trust in the College, and acknowledgment of her obligations not only toward herself but toward her fellow classmates and the broader society. The Code becomes a vital part of each student's daily life. It encourages every student to learn to assume increased responsibility and, in turn, to receive increased freedom.

The community spirit of honor pervades every aspect of campus life—personal relationships, social situations, and all areas of academic and intellectual development. Dominant characteristics of Chatham College are the spirit of unity, intellectual individuality, and friendliness which reflect personal integrity.

The College maintains a carefully planned advisory system. Faculty members serve as counselors to freshmen to advise them toward wise selection of their course work. When the student becomes a junior, one of the professors of her major field serves as her principal advisor, thus providing the student with the opportunity of establishing a closer student-faculty relationship at a more advanced level. Administrative staff members serve as counselors in each residence hall, meeting regularly with student counselors and house officers to discuss residence hall planning and organization.

Residence hall life is an integral part of the total program of the College. Every effort is made to have student rooms and living rooms homelike and pleasant. Students whose parents live outside of Pittsburgh or outside of neighboring communities are required to live on campus. All students, whether resident or non-resident, may share in every College activity. Much of the social and activity program of the College centers in the residence halls where house dances as well as open houses are held at various times during the year. Non-resident students, in addition to being associate members of residence halls and included in the residence halls programs, maintain their own officers and are an active part of the campus life.

All student organizations have one or more faculty advisors chosen by the students. There are a number of faculty-student committees and organizations. Each class at Chatham elects a faculty advisor.

The all-student Recreation Association provides such activities as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, fencing, and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in softball, basketball, and hockey as well as to try out for the varsity which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Recreation Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The *Cornerstone* is the College annual, a pictorial and literary record of student life at the College; the weekly

newspaper, featuring current news of interest, is called *The Arrow*. *The Minor Bird* is an annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct, or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus, ensemble, and in Pittsburgh orchestra groups.

Chatham College is non-denominational and welcomes students of all faiths.

The College believes that the development of spiritual and moral insight is an integral part of an educational experience. It has weekly inter-Protestant vesper services as well as Episcopal communion and Roman Catholic Mass. The College has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests, and the College's series of lectures on religious perspectives throughout the year brings noted speakers to the campus. Students are encouraged to attend churches of their choice in the Pittsburgh area.

SPECIAL PROGRAMS

The many cultural facilities of the City of Pittsburgh offer superior programs, concerts, lectures, and performances of a wide variety. Chatham College's public programs are planned to provide for the student what is not otherwise easily available in Pittsburgh. The hour from 11 to 11:50 every Tuesday and Thursday morning is reserved for these all-campus programs. In addition, evening programs are scheduled at regular intervals throughout the year.

Following are the special programs and series scheduled during the year at Chatham. Listed on pages 32 and 33 are the lecturers, visitors and events presented during the academic year 1964-65.

THE CHATHAM VISITORS PROGRAM, first presented in 1963-64, is supported by a grant from the Laurel Foundation and provides an opportunity for conversations between men and women of high distinction in American life and the students and faculty of the college. Each Visitor lives on the campus during his stay of several days to a week and there is no formal lecture or schedule. The program is intended as a dialogue providing insights at the highest level.

ADVANCED DEVELOPMENTS IN THE CONTEMPORARY ARTS, an annual series made possible by funds from The Buhl Endowment, encourages an understanding of modern man's attempts to express his concern for meaning.

THE PERSPECTIVES SERIES, featuring lectures by America's leading philosophers and theologians, is sponsored by The Vira I. Heinz Fund of The Pittsburgh Foundation. This year's theme will be *Commitment in Our Time.*

THE NON-WESTERN PROGRAM examines in depth an area of the world with a culture and civilization not strictly in the Western tradition. In addition to all-College programs including films, lectures, concerts and discussions, special credit courses are offered by visiting faculty members. Previous years' programs have focused on India and the Hindu World, Latin America, Sub-Saharan Africa and Southeast Asia. The Soviet Union will be studied in 1965-66 and modern China in 1966-67. Funds from The Buhl Endowment help to make this program possible.

THE PRACTICAL POLITICS PROGRAM brings to the campus, for addresses and discussions, visiting government officials and authorities in political activity, including candidates for major offices. The program is aided by a gift from The Maurice and Laura Falk Foundation.

LECTURERS, VISITORS AND SPECIAL PROGRAMS AT CHATHAM COLLEGE 1964-65

Chatham Visitors

Clinton Rossiter, political scientist and historian
Aaron Copland, composer
Agnes Moorehead, actress
Catherine Drinker Bowen, biographer
Paul Tillich, theologian

Programs in the Arts

Margaret Webster in *No Coward Soul*
The Columbia Players, Program of Advanced Developments in Contemporary Music
Ravi Shankar, Concert of Music from India
Henry Spinelli, Pianist
The Sheridan Square Playhouse in *In White America*
Selma Epstein, Pianist
Hazel Chung, The Dances of Southeast Asia
Robert Conant, Harpsichordist
Agnes Moorehead in *Come Closer, I'll Give You an Earful*

Special Lecturers

James H. Robinson, Executive Director and Founder of Operation Crossroads Africa
Morris Kline, Professor of Mathematics and Director of the Division of Electromagnetic Research, New York University
M. Yamunacharya, Professor of Philosophy, University of Mysore
Emory L. Cowan, Professor of Psychology, University of Rochester

The Non-Western Program (Southeast Asia)

Karl J. Pelzer, Director of the Southeast Asia Studies Program, Yale University

Claude Buss, Professor of History, Stanford University

George McT. Kahin, Professor of Political Science, Cornell University

William C. Johnstone, Professor of Asian Studies, School of Advanced International Studies, The Johns Hopkins University

Kurt F. Leidecker, Professor of Philosophy, Mary Washington College of the University of Virginia

Kenneth P. Landon, Associate Dean for Area Studies, School of Language and Area Studies, Foreign Service Institute of the U.S. Department of State

Bernard B. Fall, Professor of Government, Howard University

Mantle Hood, Director of the Institute of Ethnomusicology, University of California at Los Angeles

The Perspectives Series

Liston Pope, Gilbert Stark Professor of Social Ethics, Yale University

George Stern, Professor of Psychology, Syracuse University

William Lee Miller, Associate Professor of Social Ethics, Yale University

Harold Taylor, Former President of Sarah Lawrence College

William Sloane Coffin, Jr., Chaplain, Yale University

The Rt. Rev. James A. Pike, Episcopal Bishop of California

Philip E. Jacob, Professor of Political Science, University of Pennsylvania and Director, International Cooperative Research on Political Behavior

COOPERATIVE ARRANGEMENT WITH CARNEGIE INSTITUTE OF TECHNOLOGY

Chatham College and the Carnegie Institute of Technology sponsor a joint cooperative arrangement which allows students to enroll in certain classes at each other's institution without payment of additional fees.

The program operates under the following plan:

1. The cross-enrollment of students will be permitted only in courses not available at the student's own institution.

2. The approval of the responsible academic officers at both institutions will be required before a student from one college enrolls in courses at the other.

3. The student will register for the exchange course, pay tuition, and receive credit for the course at the institution in which he is enrolled. The credit he receives will apply toward his undergraduate degree.

THE ENVIRONS

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, in recent years, one of the most vital and progressive cities in the United States.

Over two billion dollars is being spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is fortunate to have the cultural facilities of such a city within minutes of the campus.

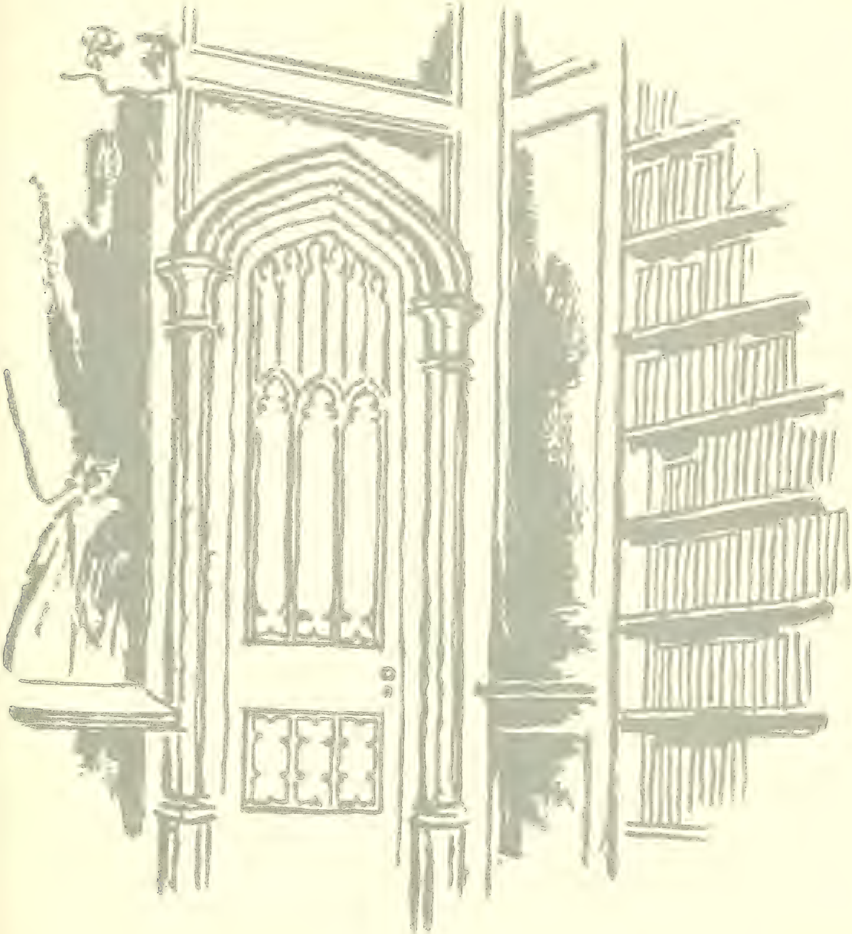
Sociology students work in city settlement houses; education students do student teaching in the surrounding schools; drama students are involved in the productions of the Playhouse and the Civic Light Opera; music students participate in concerts with the Pittsburgh Symphony Orchestra.

Most Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, and numerous other recital and concert series.

The International Exhibition of Contemporary Painting, sponsored every three years by the Carnegie Institute, is both world famous and highly influential in the art world. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.

Chatham students participate in volunteer service projects in Pittsburgh. Tutoring groups aid local high school teachers and principals, and students serve in hospitals, neighborhood centers, youth organizations, and in a wide variety of health and welfare organizations.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation are:

1. Basic Curriculum requirements, including Effective Speech, four units of Physical Education, and one of the following English courses: Content and Form in Contemporary Literature; The Dimensions of Poetry; Mythology, Epic, and Ballad; or Advanced Exposition (by department permission):*

Social Sciences:	Twelve hours of course work selected from the courses of the Basic Curriculum in the Social Sciences. Selection can be made from courses in the History of Western Civilization, The American Political Process, World Issues, and Culture and Personality.
Humanities:	Fifteen hours of course work including nine hours in The Arts course, three in Knowledge and Values, and three hours to be chosen from specific advanced level courses in the Humanities outside the student's major area.
Natural Sciences:	Twelve hours of course work to be selected from year courses in the Basic Curriculum in the Natural Sciences. Selection can be made of two courses from the Basic courses in Biology, Astronomy, Chemistry, Mathematical Physics, and Psychology.

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* A student will be excused from any required course in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

2. The demonstration of a reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a tutorial in a major field.
5. The completion of 124 semester hours of credit.
6. The achievement of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

CHATHAM SCHOLARS

Outstanding students, selected by the Executive Dean at any time after the freshman year, may be excused from any specific graduation requirements with the exception of the completion of an approved major including a tutorial.

DEGREES

The Degree of Bachelor of Arts

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

The Degree of Bachelor of Science

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See page 15.)

Field Majors

Students meeting the requirements for admission to the junior class are accepted as majors in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology, and Spanish—leading to the degree of

Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the catalogue section presenting its courses. To the basic curriculum credit requirements and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An interdepartmental major is offered for the superior student who desires as comprehensive an academic program as possible. By cutting across departmental lines it makes possible many combinations of courses. A student electing this major may combine subjects with reference to individual interests and objectives.

An interdepartmental major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

HONORS

At a special Honors Convocation each fall, honors are announced for the senior, junior and sophomore classes.

Honors are granted at graduation as follows:

High Honors: a cumulative average of 3.75 or above
Honors: a cumulative average of 3.40 to 3.74

Selected upperclassmen are elected to the Omicron of Pennsylvania Chapter of Phi Beta Kappa annually.

DEAN'S LIST

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.

DESCRIPTION OF COURSES

Description of Courses

BASIC CURRICULUM

AREA I

Culture and Personality

105. An interdisciplinary examination of the relationships between human social and psychological life as revealed in a variety of materials of the behavioral sciences. The course will consider anthropology, sociology, and political science where these fields confront psychological issues and processes. Open to juniors and seniors; open to sophomores with permission. Three credits, second semester.

AREA II

Natural Sciences*

1-2. ASTRONOMY. An introduction to man's knowledge of the astronomical universe with emphasis on how this knowledge was obtained. The solar system, the Milky Way, and the Metagalaxy will be discussed. Current concepts of origin and evolution in the physical universe will be stressed. A visit to the Allegheny Observatory is included. Three recitations and a two-hour laboratory period weekly. Three credits each semester.

1-2. BIOLOGY. A study of the principles revealed by living organisms. Emphasis is placed on how knowledge of living organisms and of these principles is attained. Three recitations and a two-hour laboratory weekly. Three credits each semester.

1. CHEMISTRY. Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly. Three credits, first semester.

2. CHEMISTRY. Application of observations, hypotheses, theories, and laws to selected topics in chemistry important for citizenship in

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*In addition to the Basic Curriculum requirements a student may elect one or more semesters of a science with permission of the instructor.

the modern world. A terminal course. Prerequisite: Chemistry 1. Three recitations and a two-hour laboratory weekly. Three credits, second semester.

Note: Chemistry 4 may be substituted for Chemistry 2 in fulfillment of the second semester of Chemistry (see page 54 for description of Chemistry 4).

1-2. ELEMENTARY MATHEMATICAL PHYSICS. An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Three lecture-discussion periods and a two-hour laboratory weekly. Three credits each semester.

1-2. PSYCHOLOGY. An introduction to the scientific study of bebavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum weekly. Three credits each semester.

AREA III

Social Relationships

1, 2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations, and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester.

101. THE AMERICAN POLITICAL PROCESS. This is a three-hour course ordinarily taken in the sophomore year. In general, it involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision-making. More specifically, it centers on the study of political behavior within the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives and courts.

105. WORLD ISSUES. An analysis of the dynamic forces in international politics. The general topics include social modernization, totali-

tarianism, the Communist countries, the Atlantic Alliance, the revolution in military technology, and the American response to the world. Three credits either semester.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A three semester sequence in the humanities taken in the sophomore and junior years. The Arts builds upon the freshman course in History of Western Civilization and upon the sophomore philosophy course. Although the materials of the course are correlated, they include a semester of art history, a semester of music history, and a semester of literature (fiction, poetry, and drama).

The Arts emphasizes both distinctions among the several arts and integrating social and aesthetic principles. An awareness of tradition is encouraged through the study of great works of the past, and this study is related, in turn, to the contemporary scene. A program of independent reading and critical reviews of concerts, plays, art exhibits, and dance recitals in the community helps the student to formulate critical standards and to develop a personal philosophy. One lecture and two seminars each week. Three credits each semester.

1. THE ARTS. Form and content: Elements of the various arts. Our heritage from "classical" art, as exemplified in works from Greek classicism and from re-interpretations of Greek and Roman classicism in the Renaissance and the seventeenth and eighteenth centuries.

101. THE ARTS. Our heritage from the Biblical tradition in the Middle ages and the Renaissance. Growth of individualism in the arts. The development of realistic and impressionistic arts in the nineteenth century.

102. THE ARTS. Some major developments studied through major artists of the twentieth century.

AREA V

ORGANIZATION OF EXPERIENCE

151, 152. PHILOSOPHY. KNOWLEDGE AND VALUES. Three hours in the sophomore and three hours in the senior year. A study of problems raised by moral and religious experience. The course requires the student to think critically about traditional views as well as her own values and to attempt a coherent view of her commitments.

151. Sophomore year. Three credits either semester.

152. Senior year. Three credits either semester.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. See page 73.

ENGLISH REQUIREMENT. Because writing is best learned in subject matter content, the familiar freshman English course is not offered at Chatham. Instead, all freshmen, unless exempted by the department, are required to elect one of the following English courses: Content and Form in Contemporary Literature; the Dimensions of Poetry; Mythology, Epic and Ballad; or Advanced Exposition.

For freshmen and also for all other students throughout the College, help in maintaining basic college level literacy may be had through personal conferences with the member of the English Department currently serving as English Consultant. Students may apply directly to the Consultant or they may be referred by instructors in any department.

EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Speech materials are selected from subjects related to the curriculum and to the community. Required in the sophomore year. Three credits either semester. (Speech 7 or 10 may be substituted with permission.)

PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are formed to develop skill and to provide recreational value in each activity throughout the year. One credit each semester.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as French 1-2—the course may not be entered second semester and no credit is given for one semester's work. If the numbers of a year course are separated by a comma—as Art 3,4—the course may be entered either semester and taken for credit.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The College reserves the right to withdraw any course which is not elected by a sufficient number of students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

Each student is required to complete a tutorial in her major field.

ART

Students majoring in art must take a minimum of thirty-four hours in the department including the tutorial in art. The Arts course is not considered part of the major. All students majoring in art will take Art 1, 2, Art 5, 6 and Art 121, 122. The student may then choose to complete her major in art with either of the following two programs.

PAINTING AND SCULPTURE

Twelve hours in one area: Art 7, 8, 17, 18 or Art 9, 10, 19, 20. It is expected that each major will be able to take six more hours in the alternate studio courses and/or Art History.

ART HISTORY AND CRITICISM

Twelve more hours of Art History.

Electives in Philosophy 109 and Languages, particularly French and German, are recommended.

ART AND EDUCATION: Participation in a program combining the areas of Art and Education must be planned with the chairman of each of these departments.

Note: Courses may be taken in any sequence, but it is expected that students will complete Art 1 through 6 before going on to further studio work.

1, 2. DRAWING. The use of various drawing media and materials as related to object, landscape and life drawing. The fundamentals of perspective and simple anatomy. Two credits each semester.

5, 6. DESIGN. A study of the structural principles of two-dimensional and three-dimensional design. The visual use of form, texture, and color relationship. A variety of basic media and materials will be used. Three credits each semester.

7, 8. DRAWING AND PAINTING. An introduction to the oil medium in problems involving still-life, landscape, figure painting, and subjects of the student's own initiation. Three credits each semester.

9, 10. DRAWING AND SCULPTURE. A study of sculptural elements through various problems in composition and in a variety of materials such as clay, stone, plaster, wood and metal. Drawing from the model is given regularly. Three credits each semester.

15, 16. ADVANCED DESIGN. A study of printmaking and the special design requirements for the graphic media of woodblock, wood-engraving and etching. The second semester is devoted to the construction and design of ceramicware. Hand building, the use of the potter's wheel and glazing are explored. Three credits each semester.

17, 18. ADVANCED DRAWING AND PAINTING. While continuing the disciplines taught during the first year, the student will be expected to work more independently. The student will undertake the analysis of the composition and technique of an artist or artists that interest her. The choice of media will be enlarged to include watercolors and various tempera media. Three credits each semester.

19, 20. ADVANCED DRAWING AND SCULPTURE. The further understanding and control of modeling and carving. Included will be problems of casting and metal construction. Three credits each semester. Not offered 1965-66.

121-122. SURVEY OF THE HISTORY OF ART. An historical and analytical survey of Western Art from ancient times through the nineteenth century, including the areas of painting, sculpture and architecture. First semester serves as a prerequisite for second semester. Three credits each semester. Not offered 1965-66.

123. ANCIENT ART. A survey of art from the ancient world starting with the Minoan and Mycenaean Age and extending through the Greek and Roman periods. Three credits, first semester.

124. MEDIEVAL ART. Major developments in art of the early Christian, Byzantine, Romanesque and Gothic periods. Three credits, second semester.

125. PROBLEMS IN MODERN ART. Art from the Impressionist period to the present with emphasis upon the ideological conflicts and critical problems raised by modern movements. Three credits, second semester.

133. AMERICAN ART. Art in the United States from the Colonial period to our own time. The course centers on two problems: the orientation of American artists to European culture and the development of national attitudes. Three credits, first semester.

137, 138. ITALIAN RENAISSANCE ART. A survey of the art of Italy from Giotto to Tintoretto. The first semester will trace the development of painting from Giotto through the fifteenth century. The second semester will deal with the High Renaissance and the Mannerists. Three credits each semester. Not offered 1965-66.

141, 142. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. The course may be taken only with the permission of the chairman of the department. Two or three credits each semester. Art Faculty.

203-204. TUTORIAL. The art major choosing the area of Art History will do a research paper in the history and criticism of art, while the student focusing on painting or sculpture will develop a studio project which will culminate in a limited exhibition of her work. Three credits each semester. Art Faculty.

BIOLOGY

Students majoring in biology take Biology 1-2 which is prerequisite to all other biology courses. Additional requirements for an A.B. in biology are Chemistry 1 and 4, to be completed before the senior year, Mathematics 10, Biology 109 or 115, and twenty-two additional hours in biology including six hours of tutorial. Students who take additional courses in chemistry and physics or mathematics receive a B.S. degree in biology.

1-2. BIOLOGY. See Basic Curriculum, page 45.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles, and habitats of the invertebrate animals. Two lectures and four hours of laboratory. Four credits, first semester. Not offered 1965-66.

8. COMPARATIVE VERTEBRATE ANATOMY. A comparative study of the various groups of vertebrates with references to evolutionary relationships among them. Two lectures and four hours of laboratory. Four credits, first semester.

101. GENERAL BACTERIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology and distribution. Prerequisite: Chemistry 1 and 4. Two lectures and four hours of laboratory. Four credits, first semester.

107. HISTOLOGY. The macro- and microscopic study of prepared tissues. Prerequisite: Biology 8 or 110. Two lectures and four hours of laboratory. Four credits. Not offered 1965-66.

109. GENETICS. A study of the principles and cytological mechanisms of inheritance in plants and animals. Prerequisite: Mathematics 10. Three lectures and two hours of laboratory. Three or four credits (biology majors must take four credits). Not offered 1965-66.

110. VERTEBRATE EMBRYOLOGY. The study of the development of the vertebrate body from fertilization to hatching or birth. Prerequisite: Biology 8 recommended. Two lectures and four hours of laboratory. Four credits, second semester.

111. BIOLOGICAL TECHNIQUES. The learning and interpretation of biological techniques including the preparation of microscope slides, the care and handling of animals and plants in experiments involving major fields of biology. Two lectures and four hours of laboratory. Four credits. Not offered 1965-66.

114. PHYSIOLOGY. A study of the functioning of cells, tissues, and organ systems of animals. Prerequisite: Chemistry 1. Two lectures and four hours of laboratory. Four credits, second semester.

115. ECOLOGY. A study of the interrelation between organisms and their environment. Two lectures and four hours of either laboratory or field work. Four credits, second semester.

121. BOTANY. The morphology, taxonomy and evolution of plants. Two lectures and four hours of laboratory. Second semester. Four credits each semester. Not offered 1965-66.

122. PLANT PHYSIOLOGY. The physiological and chemical reactions of plants in relation to the environment. Two lectures and four hours of laboratory. Prerequisite: Biology 9 and 10 or 121. Four credits, first semester.

126. PHYSIOLOGICAL PSYCHOLOGY. An examination of the science of bodily functions with special emphasis on the physiological basis of behavior. This course will give the student a fundamental knowledge of the neural and physiological processes and their relationship to the organism's adjustment to its environment. Prerequisite: Biology 1 or Psychology 1-2. Not offered 1965-66.

141, 142. INDEPENDENT STUDIES. For the exceptional student who has suitable preparation, an opportunity to study the subject matter of a course not regularly offered. Weekly conferences with the instructor. Three credits each semester. Biology Faculty.

201-202. TUTORIAL. Required of juniors majoring in biology. Discussions and consultations in preparation for Biology 203-204. One hour each semester. Biology Faculty.

203-204. TUTORIAL. Two hours each semester. Biology Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry 1, Chemistry 4, 105, 106, 107, 109-110, Mathematics-Physics 1-2, Physics 2, Mathematics 101, 102 and Chemistry Tutorial 201-202, 203-204. Chemistry 108, 111, and 112 are optional.

Candidates for the B.S. degree in chemistry will take Chemistry 1, Chemistry 4, 105, 106, 107, 109-110, 111, 112, Mathematics-Physics 1-2, Physics 2, Mathematics 101, 102, four semesters of German, and Chemistry Tutorial 201-202, 203-204.

1-2. CHEMISTRY, See Basic Curriculum, page 45.

4. ELEMENTARY ANALYTICAL CHEMISTRY. Theory and practice of gravimetric and volumetric analysis with an introduction to inorganic qualitative analysis. Prerequisite: Chemistry 1. Three lectures and six hours of laboratory. Four credits, second semester.

105. ORGANIC CHEMISTRY. A study of the preparations, mechanisms, reactions, and properties of the classes of aliphatic and aromatic compounds. Laboratory work: preparations and tests of organic compounds. Prerequisite: Chemistry 4. Two lectures, one recitation, and six hours of laboratory. Four credits, first semester.

106. ORGANIC CHEMISTRY. Continuation of Chemistry 105. Prerequisite: Chemistry 105. Two lectures, one recitation, and six hours of laboratory. Four credits, second semester.

107. ADVANCED ANALYTICAL CHEMISTRY. Primary emphasis on theory and practice of optical and electrical methods of analysis. Limited discussion of modern methods of qualitative analysis, modern separation techniques, and applications of statistics in chemical analysis. Prerequisite: Chemistry 106, Chemistry 109; corequisite: Chemistry 110. Three lectures and six hours of laboratory. Four credits, first semester.

108. BIOCHEMISTRY. Study of carbohydrates, lipids, proteins, and animal metabolic processes including the analysis of body fluids, tissues, and catabolic products. Prerequisite: Chemistry 106. Three lectures and six hours of laboratory. Four credits, second semester.

109-110. PHYSICAL CHEMISTRY. Properties of gases, liquids, solids, and solutions; thermochemistry; chemical kinetics; electrochemistry and atomic theory. Prerequisite: Chemistry 4, Physics 2, and Mathematics 101 and 102. Two lectures, one recitation, and three hours of laboratory. Four credits each semester.

111. ADVANCED INORGANIC CHEMISTRY. Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from the various classes of inorganic compounds of current interest. Prerequisite: Chemistry 110. Three lectures. Three credits, first semester. Not offered 1965-66.

112. ORGANIC ANALYSIS. Systematic study of identification of pure organic compounds, involving a review of organic reactions, and their application as tests for the presence of various groups. Instrumental

methods are included. Prerequisite: Chemistry 106 and Chemistry 110. Two lectures and six hours of laboratory. Four credits, second semester. Not offered 1965-66.

201-202. TUTORIAL. Required of all juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One hour each semester. Chemistry Faculty.

203-204. TUTORIAL. Eight hours of laboratory each semester. Two credits each semester. Chemistry Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

DRAMA AND SPEECH

Students majoring in drama and speech are expected to take a minimum of thirty hours in the department including Drama 3, 4 and Drama 120, 121; Speech 7, 8 or Speech 10 with permission of the department chairman; Drama 5-6 or 101-102; Drama 103, 104 or 107, 108, 110, and the tutorial. The student interested in speech may substitute Speech 8 for a semester of drama. Effective Speech is not considered part of the major.

Drama

3, 4. INTRODUCTION TO DRAMA. First Semester: A study of the meaning of the development of drama with focus on the play as theatre. An introduction to the principles of acting, directing, make-up, costume, and stage lighting. Students participate in play production. Open to freshman students. Three credits each semester.

5-6. ACTING. Study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Open to freshman students with permission of the instructor. Three credits. Not offered 1965-66.

101-102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theatre-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3, 4. Three credits each semester.

103, 104. DRAMATIC CRITICISM. The theory, practice, and history of selected dramatic criticism; play reading, play going, analysis, and critical writing. Three credits each semester.

107, 108. EARLY EUROPEAN DRAMA; MODERN EUROPEAN DRAMA. Advanced studies in the development of the drama from the classical to the contemporary period. Significant plays will be considered in relation to the theatrical and cultural conditions in which they originated and the permanent ideas they express. Three credits each semester. Not offered 1965-66.

110. AMERICAN DRAMA. The backgrounds of modern American Drama and the evolution of an American style in theatre arts. Emphasis will be upon the development of drama since 1918. Three credits, first semester.

120, 121. THEATRE WORKSHOP. Oriented around college productions. One hour weekly meetings for lecture or demonstration until the month of production when students participate in mounting the production on stage. One-half credit each semester. Drama Faculty.

141, 142. INDEPENDENT STUDIES. Three credits each semester. Drama and Speech Faculty.

203-204. TUTORIAL. Three credits each semester. Drama and Speech Faculty.

Speech

See EFFECTIVE SPEECH under Basic Curriculum, page 48.

7. ORAL COMMUNICATION. Designed to improve the student's own speech, to help her recognize speech problems, and to understand the functional aspects of these problems. Students with minor speech problems receive practical, individually directed aid. Three credits, first semester. Not offered 1965-66.

8. GROUP COMMUNICATION. A study of materials and techniques for group leadership. Discussion, group reading, improvisation, and creative dramatics form the basis for work in the class and for practice situations with community groups. Prerequisite: Speech 1, or permission of the instructor. Three credits, second semester. Not offered 1965-66.

10. ADVANCED SPEECH. Further work in Speech for students who have exempted Speech 1 or who wish to continue Speech after Speech 1. Panel discussion, debate, and individual speeches will be used to help the student toward a personal, persuasive style of delivery. Three credits, second semester.

ECONOMICS

Students majoring in economics are required to take the following courses: Economics 103, six hours; Economics 119, 120, six hours; and the tutorial, six hours. In addition the major must take four from among the following courses: Economics 109, 111, 113, 114, 122, 133, 141, 142. An economics major has the opportunity to take certain economics courses at Carnegie Institute of Technology but may do so only with the permission of the department and the Executive Dean. Those courses at Carnegie Tech available to the Chatham economics student are: Economics of the Business Firm, Economic Growth and Fluctuations in America, Workers and Unions in the American Economy, and Psychological Foundations of Industrial Behavior.

It will be noted that the economics course offerings fall into two general areas: domestic American economics and those courses relating to international economics. A student may focus in one or the other of these areas or take courses in both.

All students majoring in economics who intend to pursue graduate study in the field are required to take Mathematics 5 and/or Mathematics 10. Other economics majors not intending to do graduate work in economics are urged, but not required, to take the above mathematics courses.

In addition to securing an economics major by taking courses only at Chatham or by taking a combination of courses at Chatham and Carnegie Tech, it is possible to combine political science and economics in an interdepartmental major in political economics. There is increasing need for individuals with a background and facility in those problems and areas which concern both the economic and political institutions and processes of society.

103. THE AMERICAN ECONOMIC SYSTEM. The study of the development and the characteristics of the contemporary American economy. An analysis of significant concepts and principles influencing production income, business cycles, investment, taxation, economic growth and governmental policies. Three credits, first semester.

104. THE AMERICAN ECONOMIC SYSTEM. Emphasis is placed on the basic factors acting upon the producer and the consumer and the influence of these factors upon the economy. Includes the study of supply and demand, prices, types of markets, distribution, factor earnings (rent, interest, profits, wages) and government policy in relation to business, agriculture and labor. Three credits, first semester. Not offered 1965-66.

109. MONEY AND BANKING. The study of systems of currency, credit, types of banks, monetary and credit policy, and systems of central banking. The Federal Reserve System: its organization and the methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization, and its economic and social significance. Three credits, second semester.

111. MANPOWER ECONOMICS. A study of the labor supply and its relation to the economy. Particular attention is given to the union movement and labor legislation. Prerequisite: Economics 103 or permission of the instructor. Three credits, second semester. Not offered 1965-66.

113. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the

United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester. Not offered 1965-66.

114. INTERNATIONAL ECONOMICS. An analysis and history of international trade. An examination of the international monetary system and the role of tariffs and subsidies, capital movements and exchange control. Attention will be given to recent developments such as the European Common Market and the dollar problem. Prerequisite: Economics 103. Three credits, first semester. Not offered 1965-66.

119, 120. HISTORY AND PHILOSOPHY OF ECONOMIC THOUGHT. The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester.

122. THE ECONOMICS OF UNDERDEVELOPED COUNTRIES. The special economic problems of underdeveloped areas and their efforts to promote economic growth. A study of the general structure, natural resources, national income, agriculture and marketing, money and banking, industrialization and problems of capital formation and the need for planned growth with stability. Reference will be made to the role of developed nations in assisting backward nations. Non-economic factors will also be examined insofar as they affect economic growth. Prerequisite: Economics 103 and/or permission of the instructor. Three credits, second semester. Not offered 1965-66.

133. SEMINAR: GOVERNMENT AND THE ECONOMY (Identical with Political Science 133). An analysis of the major theoretical works in the fields of economics, political science and sociology dealing with the interrelationships between the government and the economy. Special attention will be devoted to the formulation and implementation of governmental policies in relation to business, labor, agriculture, and social welfare in the period 1933 to the present. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. Three credits each semester. With the permission of the Economics Faculty.

203-204. TUTORIAL. Three credits each semester. Economics Faculty.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary or elementary school certification when they satisfactorily complete the specific requirements of that state and the college major subject requirements for the bachelor of arts degree. All education students are required to take the National Teacher Examinations in their senior year.

The required professional course sequence for the secondary level includes Education 181, 182, 189, 190, 197, and 199. The required professional course sequence for the elementary level includes Education 181, 186, 187, 188, 195, and 198. Students preparing to teach on the elementary level are also required to take Mathematics 5 and acquire basic music skills if they do not already possess them. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching at either the elementary or secondary level.

181. INTRODUCTION TO EDUCATION. The American school system; its historic and philosophic antecedents; its growth and development within the American milieu; its potential and future. The teaching profession and the importance of the role of the teacher in American society. Comparative education; educational thought and practices in selected foreign countries as contrasted with education in the United States. Prerequisite to all education courses. Three credits, first semester.

182. PRINCIPLES OF SECONDARY EDUCATION. The American high school—urban and suburban. Goals of the curriculum and their reflection of changes in educational philosophy. The academic disciplines; their present role and apparent future goals. The adolescent; his characteristics and implications for the high school teacher. Guided observation in local schools reinforces on a practical level the theoretical considerations of the course. Three credits, first semester.

186. TEACHING OF READING AND THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. The nature and function of language as it relates to learning; classroom organizational patterns, materials, approaches, methods and specific techniques for the teaching of listening, speaking, reading, and writing; interrelationships of the language arts and the total curriculum, kindergarten through grade eight. Three credits, second semester.

20. MUSIC SKILLS WORKSHOP FOR ELEMENTARY TEACHERS. Instruction in the fundamental music skills — reading music, playing and singing simple melodies, using basic rhythm patterns, and learning to listen to music acutely. An exemption examination may be taken by a student who can demonstrate her abilities with the above skills. No credit, second semester.

187. TEACHING OF SOCIAL STUDIES, CHILDREN'S LITERATURE, MUSIC, AND ART IN THE ELEMENTARY SCHOOL. Materials, methods, techniques for the organization and teaching of the social studies program; content and guidance of the programs in children's literature, music, and art; correlation of language arts, social studies, and fine arts. Prerequisite: Education 186 and basic music skills. Three credits, first semester.

188. TEACHING OF ARITHMETIC AND SCIENCE IN THE ELEMENTARY SCHOOL. Curriculum, materials, methods and specific techniques for the teaching of arithmetic, modern mathematics and science; content selection and arrangement; relationships of science and mathematics with attention to development of exact thinking, concepts, problem solving, and discovery methods. Prerequisite: Education 186, Mathematics 5. Three credits, second semester.

189. TEACHING OF READING IN THE SECONDARY SCHOOL ACADEMIC SUBJECTS. An overview of the elementary reading program as a base for understanding and improving techniques for developing skills applicable to the secondary student. Major emphasis upon readiness, comprehension, vocabulary development, silent reading, and oral reading through secondary academic subjects. Three credits, second semester.

190. GENERAL AND SPECIFIC TEACHING METHODS FOR THE SECONDARY LEVEL. General concern with the principles of effective teaching and learning techniques for individualization of in-

struction, motivation, evaluation of individual goal achievement, handling extra-class responsibilities, and fostering mental health in the classroom. Observation and practical experience in working with adolescents on an informal basis are arranged. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Three credits, second semester.

195. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observation and teaching on the elementary level in a public school, under the guidance of an experienced teacher and a staff member of the Education Department. Conferences and critiques with cooperating teacher, principal, education department staff member, and academic professors when appropriate. Registration by application. Six credits, first semester.

197. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the secondary level in a public school. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, education department staff member, and the academic major professor. Registration by application. Six credits, first semester.

198. SENIOR SEMINAR FOR ELEMENTARY STUDENT TEACHERS. Exploration and analysis of specific problems encountered in student teaching; synthesis of materials and methods related to total school curriculum; relationships of measurement, evaluation, observation to identify instructional needs and evaluation of pupil performance. Three credits, first semester.

199. SENIOR SEMINAR FOR SECONDARY STUDENT TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically, and sociologically, based upon the practical experience and observation received from student teaching. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. Three credits each semester. With the permission of the Education Faculty.

203-204. TUTORIAL. Major field. Three credits each semester.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. The minimum requirement includes English 101, 111, 121 and one semester of Advanced Writing (131, 133, 134 or 135), one semester of Shakespeare, and one semester of Major American Writers. English majors should scrupulously observe all prerequisites.

4. CONTENT AND FORM IN CONTEMPORARY LITERATURE. Studies in twentieth century literature of man's attempt to come to grips with reality—with himself, with deity, society, the life force. Emphasis is placed upon the interrelationship of content and form, whether it be in novel, short story, or play. For freshmen only. Three credits, either semester.

5. THE DIMENSIONS OF POETRY. An exploration of the nature and variety of poetry and poetic forms: poems in English, past and present, studied for the relation between the quality of the poem and the techniques of poetry used. The course will emphasize the understanding, enjoyment, and evaluation of poetry. Open to freshmen and sophomores. Three credits, either semester.

101. ENGLISH LITERATURE FROM ITS BEGINNINGS TO 1616. Significant works in England, together with Continental influences upon them, from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Primarily for sophomores, but second semester section open to freshmen by permission of the instructor. Three credits, either semester.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore from Classical, Northern, and Biblical poetry which still nourish Western thought. Ovid's *Metamorphoses, The Iliad,* and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Open to *all* classes. Three credits, either semester.

104. CHAUCER. The minor poems and *Troilus and Criseyde,* as well as *The Canterbury Tales,* with attention to English culture of the Medieval period. Prerequisite: English 101, or permission of the instructor. Three credits, second semester. Not offered 1965-66.

105, 106. SHAKESPEARE. First semester, the major comedies and historical plays and sonnets; second semester, the major tragedies. Primarily for juniors and seniors. (English majors should have had English 101.) Three credits each semester.

111. ENGLISH LITERATURE FROM MILTON THROUGH THE ROMANTICS. Significant works in the development of English literature from Milton through the Romantic writers. Representative poetry, prose, and drama of the seventeenth, eighteenth, and early nineteenth centuries. Primarily for sophomores. Three credits, either semester.

113. MILTON AND THE METAPHYSICAL POETS. Lyric and reflective poetry of Donne and his followers, and the poetry and selected prose of Milton, with emphasis on the interplay of science and religion in the thought of these poets. Prerequisite: English 101 or English 103, and English 111, or permission of the instructor. Three credits. Not offered 1965-66.

115. THE EIGHTEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Richardson to Scott. Three credits. Not offered 1965-66.

121. ENGLISH LITERATURE, 1800-1900. Works representative of important cultural developments from Wordsworth to Shaw. Three credits, first semester.

123. NINETEENTH CENTURY ENGLISH POETS. Chief poets of the Romantic and Victorian eras. Prerequisite: English 121, or permission of the instructor. Three credits. Not offered 1965-66.

124. THE NINETEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Dickens to Butler. Three credits, second semester.

125, 126. MAJOR AMERICAN WRITERS. First semester: from the Colonial period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Second semester: from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, and Frost. Prerequisite: English 121, or permission of the instructor. Three credits each semester.

128. TWENTIETH CENTURY WRITERS. *Section A.* For English majors. A close reading of the poetry of Yeats and Eliot, of *Ulysses* by Joyce, and of *Light in August, The Sound and The Fury,* and *Absalom, Absalom!* by Faulkner. *Section B.* For non-majors. Readings in the poetry of Yeats, Eliot and Thomas and in the novels of Woolf, Lawrence, Hemingway, Waugh, Faulkner, Durrell and Styron. Three credits, either semester.

131. ADVANCED EXPOSITION. Advanced composition, expository in nature, with emphasis upon denotation and connotation, on phrasing and sentence structure, and on the organization of longer writings based largely upon materials concerning the history of the English language. Open to freshmen by permission of the department. Three credits, either semester.

133, 134. CREATIVE WRITING. Composition of fiction and poetry for students with a serious interest in expression through these forms. Assigned writing problems will be designed to help the student learn control of the elements that go into the composition of poetry and fiction. In addition, each student will work on a project of her own conception throughout the semester. *Poetry first semester; fiction second semester.* Not open to freshmen. Three credits each semester.

135. LITERARY CRITICISM. Fundamental principles for judging literature, from Plato and Aristotle to the present. Related study of appropriate literary works and the writing of original papers as illustration of critical principles. Open to junior and senior majors only. Three credits, first semester.

152. SEMINAR. Advanced, largely independent studies in a particular problem in literature. A different problem and a different instructor each year. In 1965-66, this seminar will be called "Studies in American Literature." The core will be the impact of Europe upon the imagination of selected writers from Cooper to James and Eliot. Open to qualified junior and senior majors only by permission of the Department. Prerequisite: English 125 or 126. Three credits, second semester.

203-204. TUTORIAL. Three credits each semester. English Faculty.

FRENCH

See Modern Languages page 73.

GERMAN

See Modern Languages page 75.

GREEK

1-2. BEGINNING GREEK. Grammar, composition, and selected readings from the classics. Open to all students. Three credits each semester.

3, 4. INTERMEDIATE GREEK. Xenophon: *Anabasis;* Plato: *Apologia, Crito,* and *Phaedo.* Selected readings in Greek historical and philosophical writing. Review of grammar and composition. Three credits each semester.

HISTORY

Students majoring in history are required to take a minimum of three year-courses in the department (exclusive of History of Western Civilization) plus the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval History, and Modern European History.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended. Students planning to take graduate work in history should be aware of the fact that a reading knowledge of the French and German languages is required of most candidates for an advanced degree in the better postgraduate institutions.

All advanced courses in the department unless otherwise indicated are open to upperclassmen, and to freshmen after consultation with the instructor.

1, 2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 46.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the Ancient Near East; origins of science, religion, and law; the philosophic enterprise and political development of the Greeks; arts and archaeology of the period. Three credits, first semester. Not offered 1965-66.

102. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late-antique world, including its art and archaeology. Three credits, second semester. Not offered 1965-66.

111. HISTORY OF THE EARLIER MIDDLE AGES. Background in the patristic period; decline of Roman institutions; influx of new peoples and the formation of a feudal society; the Church and its influence; learning, literature, and the arts of the period. Three credits, first semester.

112. HISTORY OF THE LATER MIDDLE AGES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflicts between church and state; learning, literature and arts of the period. Three credits, second semester.

113. HISTORY OF EUROPE FROM 1500 TO 1713. A survey of developments in Europe from the Age of the Reformation to the Peace of Utrecht. The course includes political, religious, economic, social and intellectual developments. Three credits, first semester. Not offered 1965-66.

114. HISTORY OF EUROPE FROM 1713 TO 1815. A survey of the Age of the Enlightenment, the rise of Prussia and Russia, the French Revolution and the Napoleonic period. Three credits, second semester. Not offered 1965-66.

121. NINETEENTH CENTURY EUROPE. The conflicting forces of conservatism, liberalism, nationalism, socialism, and imperialism from the Congress of Vienna (1815) to the First World War (1914). While

the accent is on political history, due consideration is also given to social, economic, cultural, and intellectual developments. Three credits, first semester.

122. TWENTIETH CENTURY EUROPE. The First World War (1914-1918) and the peace settlement. Domestic and international developments of the interwar period; the struggle between democracy and tyranny. The Second World War (1939-1945) and the postwar era; changes in the political and social structure of the Continent. Three credits, second semester.

131. HISTORY OF EARLY MODERN BRITAIN. The historic growth of characteristic British institutions and culture from the origins through the seventeenth century. Major attention is given to developments in the Tudor and Stuart eras, with appropriate emphasis on social, economic, intellectual and political change. Three credits, first semester.

132. HISTORY OF MODERN BRITAIN. The continuing development of British institutions and culture from 1714 to the present. Domestic political reform, economic and social change, and intellectual movements are emphasized. The conclusion evaluates Britain's adjustment to conditions in the modern world, and her role in contemporary civilization. Three credits, second semester.

133. HISTORY OF THE BRITISH EMPIRE TO 1783. Beginning with exploration, acquisition and settlement of colonies, the course will focus on the evolution of British colonial policies, and the adoption and growth of British institutions and ideas throughout the Empire. Major attention will be given to the North American colonies, but they will be placed within the broader context of the Empire as a whole. Three credits, first semester. Not offered 1965-66.

134. HISTORY OF THE BRITISH EMPIRE AND COMMONWEALTH FROM 1783 TO THE PRESENT. Continuing the general emphasis of the first semester, with additional attention given to changing British attitudes toward the Empire, its dissolution and current Commonwealth developments. A dual focus upon the colonies of settlement and the colonies of exploitation. Three credits, second semester. Not offered 1965-66.

141. INDEPENDENT STUDIES. An advanced course involving extensive reading, research papers, and weekly conference with instructor. Open to qualified juniors and seniors with permission. Three credits, first semester. History Faculty.

151. HISTORY OF TSARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits, first semester. Not offered 1965-66.

152. HISTORY OF SOVIET RUSSIA. The crisis of Tsarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits, second semester.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from Colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits, first semester.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits, second semester.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the Colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science, and the arts. Three credits, first semester.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865, giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits, second semester.

202. JUNIOR TUTORIAL. Techniques of historical investigation and research. Background and preliminary training for the work of the senior tutorial. Two hours, second semester. History Faculty.

203-204. TUTORIAL. Two hours each semester. History Faculty. The entire six credits will be reserved until the conclusion of the tutorial.

LATIN

3, 4. INTERMEDIATE LATIN. Selections from Caesar, Cicero, Vergil stressing the historical development of Rome. Ovid: *The Ars Amatoria.* Also review of grammar and basic composition. Prerequisite:

two or three units of secondary school Latin or equivalent. Three credits each semester.

101, 102. ADVANCED LATIN. Vergil: *The Aeneid;* Apuleius: *Cupid and Psyche.* Influence and scope of epic literature; the cultural role of mythology. Prerequisite: Latin 3, 4 or exemption of language requirements in Latin. Three credits each semester.

MATHEMATICS

Students majoring in mathematics are expected to take a minimum of thirty hours in mathematics including Mathematics 1-2, 10, 101, 102, 105, 107, 109, and the tutorial. In addition to electives available in the Department, courses may be taken for credit at Carnegie Institute of Technology. Permission for such enrollment must be obtained from the department chairman and the Executive Dean. Courses in related subject matter are recommended: e.g., logic, the natural sciences, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of German, French, or Russian.

5. NUMBERS, FUNCTIONS, AND GRAPHS. History and development of the real and complex number systems. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions. Coordinate geometry and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: At least two years of college preparatory mathematics. Three credits, either semester.

1—. ELEMENTARY MATHEMATICAL PHYSICS I. An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Consideration is given to such concepts as time, length, mass, and force. Measurement and the expression of physical relationships motivate the development of techniques for statistical analysis of experimental data, numbers, coordinate systems, functions, vectors, limits, and the derivative. Lecture-discussion and laboratory. Three credits, first semester.

2. ELEMENTARY MATHEMATICAL PHYSICS II. A continuation of Elementary Mathematical Physics I. Antidifferentiation and integration are introduced and applied to Newton's laws of motion, harmonic and rotational motion, many particle systems, the momentum and work-energy concepts, and the development and solution of first and second order derivative equations. Lecture-discussion and laboratory. Three credits, second semester.

10. ELEMENTARY STATISTICS. Statistical measures and distributions. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics. Three credits, second semester.

10A. ELEMENTARY STATISTICS. A more intensive coverage of the material of Mathematics 10 for students with above average preparation in secondary school mathematics or who have completed courses in mathematics at the college level. Prerequisite: At least three years of college preparatory mathematics with above average performance. Three credits, first semester.

101. ANALYTIC GEOMETRY AND CALCULUS. The logarithmic, the exponential, and the inverse trigonometric functions. Integration techniques. Vector algebra with applications to analytic geometry. Curves and surfaces. Prerequisite: Mathematics 2. Three credits, first semester.

102. ANALYTIC GEOMETRY AND CALCULUS. Sequences, infinite series, improper integrals. Set functions. Multiple integration. Differential calculus of scalar fields. Linear differential equations. Prerequisite: Mathematics 101. Three credits, second semester.

Note: In 1966-67 Mathematics 101 and 102 will be replaced respectively by the two courses described below.

101. MATHEMATICAL PHYSICS. Application of concepts and techniques of mathematical analysis is made to the study of sound and heat. Limits, the mean-value theorem, Taylor polynomials, logarithmic and inverse circular functions, integration, and partial differentiation are considered and application of analysis is made to physical problems including the study of vibrating systems, waves, calorimetry, and thermodynamics. Four lecture-discussion periods and one two-hour laboratory meeting per week. Prerequisite: Mathematics 2 or equivalent. Five credits, first semester.

102. MATHEMATICAL PHYSICS. Line integrals, surface integrals, topics in analytic geometry, and elements of the theory of linear differential equations are considered in connection with the study of geometric optics, magnetism, electricity, and electro-magnetic phenomena. Four lecture-discussion periods and one two-hour laboratory meeting per week. Prerequisite: Mathematics 101. Five credits, second semester.

105. INTRODUCTION TO MODERN ALGEBRA. Algebraic systems. Selections from the theory of numbers and the theory of polynomials. Introduction to linear algebra. Prerequisite: Mathematics 2. Three credits, first semester. Not offered 1965-66.

106. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 2. Three credits, second semester. Not offered 1965-66.

107. ADVANCED GEOMETRY. Geometric systems. Projective geometry. Synthetic and analytic methods. Non-Euclidean geometries. Prerequisite: Mathematics 101. Three credits, second semester.

109. REAL ANALYSIS. The structure and topology of the real numbers. Sequences and series: Bolzano-Weierstrass theorem, Cauchy criterion, convergence tests, condensed series, multiplication of series. Functions of one variable: continuity, Heine-Borel theorem, uniform continuity, Rolle's theorem, mean-value theorems, Taylor series, Riemann integration. Functions of n variables: limits, Bolzano-Weierstrass theorem, uniform continuity, partial derivatives, existence of inverse functions, chain rules, Jacobians. Corequisite or prerequisite: Mathematics 101. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. For the exceptional student of a course not regularly included in the schedule of courses. Weekly conferences with the instructor. Prerequisite: Mathematics 102 and the permission of the department. Three credits each semester.

203-204. TUTORIAL. Three credits each semester. Mathematics who has suitable preparation an opportunity to study the subject matter Faculty.

MODERN LANGUAGES

Requirements for a Major. Students majoring in French, German or Spanish are expected to take a minimum of thirty hours in one foreign language, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103 or 104 are required of all majors; 101, 102 are prerequisite to all advanced courses in literature. Spanish majors are encouraged to take at least one course in Portuguese.

The College Language Requirement (See page 13). The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the three following conditions:

1. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college.
2. Two years of the same foreign language in college.
3. A score on the foreign language exemption examination equivalent to the national norm for two years of college study.

The Language Laboratory. A fully equipped language laboratory with listen-respond-record positions in all the student booths provides oral-aural training correlated to the formal classroom experience. Scheduled laboratory hours are required at the elementary and intermediate levels and library hours are available for advanced classes. In addition, informal *conversational meetings with native speakers* are provided at graded levels throughout the year. These are required of foreign language majors and are recommended for all language students.

FRENCH

1-2. BEGINNING FRENCH. The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE FRENCH. Readings in aspects of French civilization and representative literary texts. Review of grammar. Practice in spoken French. Prerequisite: two years of secondary French or French 1-2. Three credits each semester.

101, 102. SURVEY OF FRENCH LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: authors of the Middle Ages, Renaissance, and the Classical Period. Second semester: The Enlightenment, Romanticism, and Realism through the contemporary period. Lectures and *analyses de textes* supplemented by practice in oral and written French. Prerequisite: French 3, 4 or satisfactory score on French placement test. Three credits each semester.

104. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic French, and translation from English texts. Prerequisite: exemption of language requirement in French and permission of department. Three credits, second semester.

105. PHONETICS. An advanced course including intensive laboratory work. Training in perception of sound for exactness and effectiveness in oral French. Prerequisite: fulfillment of language requirement in French and permission of the department. Three credits, first semester.

107, 108. LITERATURE OF THE SEVENTEENTH CENTURY. First semester: The classic theatre. A study of the comedies and tragedies of Corneille, Racine, and Moliere. Second semester: Prose and poetry of the classic age. A study of the works of Descartes, Pascal, La Rochefoucauld, La Bruyere, La Fontaine, etc. Prerequisite: French 101, 102. Three credits each semester. Not offered 1965-66.

109, 110. LITERATURE OF THE EIGHTEENTH CENTURY. The Age of Enlightenment. The growth of modern thought and criticism. First semester: Montesquieu, Diderot, Voltaire. Second semester: Rousseau, the novel, the theatre. Prerequisite: French 101, 102. Three credits each semester.

112. LITERATURE OF THE NINETEENTH CENTURY. The main literary schools in prose and poetry with emphasis on the Romantic. Parnassian and Symbolist poets from Lamartine through Leconte de Lisle and Baudelaire to Mallarmé. Prerequisite: French 101, 102. Three credits, second semester.

115, 116. LITERATURE OF THE TWENTIETH CENTURY. Contemporary literature, with emphasis on the drama, from the *Theatre Libre* through the myth writers and existentialism. First semester: main trends in the theatre to 1930; the poetry of Claudel and Valéry; the prose techniques of Proust and Gide. Second semester: the theatre from Giradoux to Sartre; the surrealist poets; the prose techniques of Montherlant, Malraux, Bernanos, and Camus. Prerequisite: French 101, 102. Three credits each semester. Not offered 1965-66.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: French 101, 102 and permission of department. Three credits in any one of the following areas:

A—The Novel in the Nineteenth Century.
B—Literary Theory and Criticism from Boileau to Sartre.
C—Literature of the French Renaissance.

203-204. TUTORIAL. Three credits each semester. French Faculty.

GERMAN

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken German. Readings in scientific literature for science majors. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Medieval period to the present. First semester: from the twelfth to the nineteenth century, with major emphasis on *Das Nibelungenlied,* the Court Epic, and the Classical period. Second semester: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, and Naturalism. Lectures and discussion supplemented by practice in oral and written German. Prerequisite: German 3, 4 or satisfactory score on German placement test. Three credits each semester.

103. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic German. Prerequisite: exemption of language requirement in German and permission of department. Three credits, first semester.

105. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller, and Goethe, including an intensive study of Faust, Part I. Prerequisite: German 101, 102. Three credits, first semester. Not offered 1965-66.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism, and Naturalism. Prerequisite: German 101, 102. Three credits, second semester.

110. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, and Kafka. Prerequisite: German 101, 102. Three credits, second semester. Not offered 1965-66.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: German 101, 102 and permission of department. Three credits in any one of the following areas:

A—The Novelle in German Romanticism.
B—The Drama in the Nineteenth Century.
C—Lyric Poetry from the Classical Age to the Present.

203-204. TUTORIAL. Three credits each semester.

PORTUGUESE

1-2. BEGINNING PORTUGUESE. First semester: an intensive and accelerated course in basic Brazilian Portuguese designed for students of advanced Spanish with high linguistic aptitude. Practice in oral Portuguese; composition. Second semester: readings in the Brazilian short story of the nineteenth and twentieth centuries. Composition and conversation. Prerequisite: Spanish 3, 4 or equivalent and permission of department. Three credits each semester.

3, 4. INTERMEDIATE PORTUGUESE. First semester: readings in Portuguese literature. Critical analysis of texts, including the lyric of the medieval *Cancioneiro,* the drama of Gil Vicente, *Os Lusiadas* of Camoes, and the novel and lyric of the nineteenth and twentieth centuries. Second semester: readings in Brazilian literature. A course in the development of Brazilian prose fiction and poetry. Special emphasis on the Modernist Movement and its influence on the development of the novel and lyric. Prerequisite: Portuguese 1-2. Three credits each semester. Not offered 1965-66.

RUSSIAN

1-2. BEGINNING RUSSIAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE RUSSIAN. Selected readings in classic and contemporary literature with emphasis on the conversational approach to the text. Grammar review, composition and intensive practice in idioms, vocabulary, and pronunciation. Three credits each semester.

101, 102. SURVEY OF RUSSIAN LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: Selected readings from the twelfth century *Tales of Prince Igor,* the Classical Period, the poetry of Pushkin and Lermontov and the literary criticism of Belinsky. Second semester: Selected readings in the nineteenth century novel from Goncharov through Dostoevski and Tolstoy. Also the Soviet writers Gorky, Sholokhov, Pasternak, and Yevtoushenko. Lectures, readings, and reports conducted in Russian. Grammatical review is included in the analysis of literary texts. Prerequisite: Russian 3, 4 or equivalent. Three credits each semester.

SPANISH

1-2. BEGINNING SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE SPANISH. Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester.

101, 102. SURVEY OF SPANISH LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: Medieval, Renaissance, and Golden Age authors, with emphasis on the latter. Second semester: Spanish literature since 1700 with emphasis on nineteenth and twentieth century authors. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3, 4 or satisfactory score on Spanish placement tests. Three credits each semester.

104. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic Spanish, and translation from English texts. Prerequisite: exemption of language requirement in Spanish and permission of department. Three credits, second semester.

109, 110. THE LITERATURE OF SPANISH AMERICA. A study of the literature of Hispanic America. First semester: the Conquest, Colonial period, and nineteenth century. Second semester: the literary developments of the Contemporary period. Lectures in Spanish. Prerequisite: Spanish 101, 102. Three credits each semester. Not offered 1965-66.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis on: First semester, the theatre of Lope de Vega and Calderon de la Barca and their schools; Second semester, Cervantes' *Don Quijote*. Prerequisite: Spanish 101, 102. Three credits each semester. Not offered 1965-66.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, and Naturalism in poetry, drama, and the novel. Duque de Rivas, Larra, Espronceda, Zorilla, and Galdos. Prerequisite: Spanish 101, 102. Three credits, first semester.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry, and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, Garcia Lorca, A. Machado, J. R. Jimenez, and the principal post-war authors. Prerequisite: Spanish 101, 102. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and on her own time, and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: Spanish 101, 102 and permission of department. Three credits in any one of the following areas:

A—Literature of the Eighteenth Century.
B—The "Caballero" and the "Picaro" in Early Spanish Literature.
C—Spanish Poetry from Its Beginning to the Golden Age.

203-204. TUTORIAL. Three credits each semester. Spanish Faculty.

MUSIC

A music major must take forty credits in the department of music: twenty-four hours in materials and history of music, and ten hours in applied music. Courses 1-2, 101-102, 111-112, and 121-122 are required of all majors, in sequence, plus the tutorial.

Applied music carries two credits for each hour lesson per week and one credit for each half-hour lesson per week.

All students will receive two of the ten credits in applied music through public performance. These performances are scheduled by the department and are rated as one half credit per performance.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year.

Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student.

Applied music fees are listed on page 118.

MATERIALS OF MUSIC

1-2. ELEMENTARY HARMONY. A study of scales, intervals, elementary triadic structures in progression, and phrase organization correlated with the development of aural and keyboard skill and orientation to various levels of musical expression. Three credits each semester.

11. INTRODUCTION TO MUSIC. Perception of musical thought and articulation of musical idea through essential aspects of musical symbolism such as rhythmic design, harmonic formulae, melodic pattern, dynamics, timbre, and form. General musical terminology. A valuable and suggested precursor to significant understanding of musical style as presented in other courses dealing with the history and literature of music and the integrated study of music and the other arts as projected in The Arts course. Designed primarily for the student with little or no knowledge of music as a language. Three credits, first semester.

101-102. ADVANCED HARMONY. Extended harmonic structures, modulation, and chromatic alteration correlated with harmonic analysis, dictation, and keyboard skill. Three credits each semester.

111-112. COUNTERPOINT. Two and three-part melodic technique, chorale ornamentation, canon, invention, and elements of the fugue. Three credits each semester.

121-122. HISTORY OF FORM. The history of music through structural analysis of significant forms as well as the assimilation of historical fact. Elementary problems in musicological research. Three credits each semester.

141, 142. ADVANCED PROBLEMS IN MUSIC. Special work in musical composition, historical research, or public performance to be scheduled in consultation with the department chairman. Three credits each semester.

203-204. TUTORIAL. Three credits each semester. The tutorial establishes one of the following categories of study as the area of concentration for each individual major in music after completion of the course requirements:

> APPLIED MUSIC: Public recital plus a written discussion of music related in some way to the music performed.
>
> HISTORY OF MUSIC: Project in research.
>
> MUSICAL COMPOSITION: Production of original compositions in varied media, sufficient in quality and length to be presented in public concert.

17, 18. APPLIED MUSIC. (Individual instruction)

PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire, and the practical aspects of service playing.

VOICE I, II, III, IV. The technique of singing, interpretation, and a knowledge of representative song literature.

VIOLIN I, II, III, IV. Development of a musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral, and chamber music of all schools.

VIOLA I, II, III, IV. Fundamental principles of technique, style, and interpretation.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with teachers of artistic and professional standing within the metropolitan area, primarily through the facilities of the Laboratory School of Music, as described below.

HISTORY AND LITERATURE OF MUSIC

3. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Three credits, first semester. Not offered 1965-66.

4. SYMPHONIC LITERATURE OF THE NINETEENTH CENTURY. A presentation of important works of the nineteenth century illustrating the development of orchestral color and other resources with emphasis on the expanded orchestral imagination of the later composers. Three credits, second semester. Not offered 1965-66.

103. THE GOLDEN AGE OF CHORAL POLYPHONY. The choral tradition of the sixteenth century presented through the works of the Netherlands composers, Palestrina, the English and Italian madrigalists, and others. Three credits, first semester.

104. CONTEMPORARY EUROPEAN MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century through the work of such composers as Stravinsky, Bartok, Milhaud, Schoenberg and those of the newer generation. Three credits, second semester.

113. OPERA FROM MONTEVERDE TO THE PRESENT. An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theatre in Europe and America. Three credits, first semester.

114. MUSIC IN THE AMERICAS. The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits, second semester. Not offered 1965-66.

117. THE VIENNESE PERIOD: HAYDN, MOZART, BEETHOVEN, SCHUBERT. A selection of provocative works by these composers encompassing the significant features of eighteenth and early nineteenth century music. Three credits, first semester. Not offered 1965-66.

118. THE SOLO SONG. A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, the songs of Schubert, German Lied, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Three credits, second semester.

ENSEMBLE

All Ensemble courses are open to the general student body as well as to music majors.

5. 6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. One-half credit each semester.

The following courses are available in association with the Laboratory School of Music, an affiliate of the Department of Music, serving all age groups within the city and surrounding areas. Participation in these courses must be affirmed immediately after the beginning of the school year.

7, 8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. One-half credit each semester.

9, 10. INSTRUMENTAL ENSEMBLE. A study of the literature for mixed chamber ensemble. One-half credit each semester.

PHILOSOPHY AND RELIGION

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in philosophy and religion including Philosophy 151, 152, Philosophy 101 and Philosophy 102, the tutorial and not less than three nor more than six hours of courses in religion.

PHILOSOPHY

151, 152. KNOWLEDGE AND VALUES. See Basic Curriculum, page 47.

101. HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL. A study of philosophical thought in the western world to 1600. Three credits, first semester. Not offered 1965-66.

102. HISTORY OF PHILOSOPHY: MODERN. A study of philosophical thought in the western world since 1600. Three credits, second semester. Not offered 1965-66.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester. Not offered 1965-66.

104. CONTEMPORARY ETHICAL THEORY. An examination of several different accounts of the nature and validity of ethical judgments. Theological, naturalistic, emotive, and analytical theories of ethics will be examined. Three credits, second semester. Not offered 1965-66.

105. SOCIAL PHILOSOPHY. A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits, first semester. Not offered 1965-66.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as expressed in the writings of Royce, Pierce, James, Dewey, and Santayana. Three credits, second semester.

109. PHILOSOPHY OF ART. A study of some of the more influential writings on philosophical problems raised by the arts. A critical investigation of aesthetic experience, artistic and aesthetic values, and art criticism. Materials to be drawn from such writers as Tolstoy, Croce, Bergson, Dewey, and others. Three credits, second semester.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits, first semester.

120. CRITICAL REASONING. Analysis of the reasoning process to clarify what reasoning is and to provide principles and insights which may help the student to reason more soundly. Case studies in reasoning drawn from a variety of subject matters are used to illustrate and test the principles and distinctions developed in the analysis. Two hours of theory, one hour of case studies. Three credits, either semester.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester. Philosophy Faculty.

203-204. TUTORIAL. Three credits each semester. Philosophy Faculty.

RELIGION

1. OLD TESTAMENT. An introductory study of the Old Testament, examining the nature of the covenant faith in its historical continuity and its larger sociological and cultural setting. Three credits, first semester.

2. NEW TESTAMENT. A literary, historic, and religious study of the origins of Christianity as related in the basic documents. In addition to extensive reading in the gospels and epistles, the course will examine the life and teachings of Jesus and the interpretations of his person and work which appear in the primitive church. Three credits. Not offered 1965-66.

8. BASIC CHRISTIAN THEOLOGY. A study of the classical formulations of Christian belief traced through their historical development, but with primary emphasis upon modern expressions of Christian faith afforded by contemporary theologians. Three credits.

112. CHRISTIAN ETHICS. A study of some of the representative classical and contemporary formulations of the principles of Christian ethics, with special attention to contemporary ethical problems. Three credits. Not offered 1965-66.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue an area of religious study which is of special concern to her, provided she has background in courses sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits, each semester. By arrangement.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to have fulfilled four semesters (four credits) of work in physical education. One semester (one credit) must be taken in the area of Dance and one semester (one credit) in the area of Aquatics. These areas may be exempted by a performance test. The remaining two credits may be elected from any departmental course offerings.

A physically restricted student is required to have a statement and medical record which must be submitted by her physician to the Chatham College Health Services within the first four weeks of the semester. The college physician makes the final decision concerning the student's physical ability or limitation. Activities for restricted students are planned with the approval of the College Health Services. Such students register for P.E.63, 64.

Each student enrolled in a sports class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the bookstore. Swimming suits, leotards, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the College.

AQUATICS. Each course is of one semester's duration and carries one credit either semester.

51—Swimming (Beginning)
52—Swimming (Intermediate)
54—Life Saving (Red Cross Senior)
55—Water Safety (Red Cross Instruction)

DANCE. Each course is of one semester's duration and carries one credit either semester.

40 — Basic Dance
41 — Folk Dance
44 — Modern Dance (Beginning)
45 — Modern Dance (Intermediate)

SPORTS. Each course is of seven weeks' duration and carries one-half credit. When the course number is followed by an "S," it is of one semester's duration and carries one credit.

11—Archery
13—Badminton
15—Bowling
16—Fencing (Beginning)
17—Fencing (Intermediate)
18—Golf
18S—Golf
22—Tennis (Beginning)
23—Tennis (Intermediate)
31—Basketball
33—Hockey
35—Softball
37—Volleyball
39—Officiating

ADAPTED ACTIVITIES. This course (63, 64) is for physically restricted students unable to complete the normal program. Activities are adapted to individual needs, approved by the College Health Services, and include work in:

Body mechanics
Recreational games and activities
Aquatics

Facilities and equipment are provided by the College for recreational purposes in all activities taught in the curriculum.

The Recreation Association, of which every student is automatically a member, sponsors intercollegiate, interclass, and interdormitory tournaments in sports and aquatics.

PHYSICS

1-2. ELEMENTARY MATHEMATICAL PHYSICS. See Basic Curriculum, page 46.

2. PHYSICS. A study of the elementary theory and application of electricity, magnetism, and light. Three recitations and one three-hour laboratory period per week. Prerequisite: Elementary Mathematical Physics 1. Four credits, second semester.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. 105) and the tutorial.

1. INTRODUCTION TO POLITICAL SCIENCE. This course considers the scope and methods of study in political science, the basic concepts used in the study of government and politics, and the basic institutions employed in the governing of men. For freshmen only. Three credits, second semester.

109. THE JUDICIAL PROCESS. An examination of the role of the courts in the political process. Attention will be given to the influence of the executive and legislative branches of government upon the judiciary and such concepts as "judicial legislation," litigation as a form of pressure group activity, the influence of socio-economic background upon judicial decision-making and the "doctrine of political questions." Three credits, first semester.

110. CONSTITUTIONAL LAW. This course will analyze and examine the Constitution of the United States as it has been interpreted by the Supreme Court. Emphasis will be placed on the development of the Constitution in the areas of federalism; Presidential and Congressional powers; the tax, commerce, and war powers; due process of law; civil rights and civil liberties and the protection of property. Three credits, second semester.

111. INTERNATIONAL RELATIONS. The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Three credits, first semester.

112. UNITED STATES FOREIGN POLICY. An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Three credits, second semester.

115. POLITICAL PARTIES. A study of political parties and pressure groups—their organization, functions, and impact upon public policy formation. Consideration of the demands placed upon party institutions in a democratic society, the theory of responsible party government, and the issue of party reform. Special attention to empirical studies of political behavior. Three credits, first semester.

116. THE LEGISLATIVE PROCESS. A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which shape legislative decisions. Three credits, second semester.

120. GOVERNMENT AND THE ECONOMY. (Identical with Economics 113). An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester. Not offered 1965-66.

122. SEMINAR: INTERNATIONAL RELATIONS. Analysis of selected institutions associated with nation-state behavior and analysis of selected theoretical problems associated with the study of nation-state behavior. One of the following will serve to focus the semester's study: war as a social institution; elements of restraint and patterns of conflict resolution; international order-building and the nation-state system; capability analysis, systems theory, equilibrium, decision-making as approaches to the study of international relations. Prerequisite: Political Science 111 or consent of the instructor. Three credits, first semester. Not offered 1965-66.

125. COMPARATIVE GOVERNMENT. A comparative analysis of the rise, organization, and functions of the governments of principal countries of the world. Three credits, second semester. Not offered 1965-66.

131. SEMINAR IN AMERICAN POLITICS. Selected problems in political science. Special attention to the current behavioral inquiries into the political process. Three credits, second semester. Not offered 1965-66.

133. SEMINAR: GOVERNMENT AND THE ECONOMY. (Identical with Economics 133.) An analysis of the major theoretical works in the fields of political science, economics, and sociology dealing with the interrelationships between the government and the economy. Special attention will be devoted to the formulation and implementation of governmental policies in relation to business, labor, agriculture, and social welfare in the period 1933 to the present. Three credits, second semester.

134. SEMINAR: AMERICAN FOREIGN POLICY. A theoretical investigation of selected aspects of United States foreign policy. Emphasis on the process of formulating and executing foreign policy. Permission of instructor. Three credits. Not offered 1965-66.

135. AMERICAN POLITICAL THEORY. An analysis of the origin and development of democratic principles, political ideas, and political institutions from Colonial times to the present. Three credits, second semester.

136, 137. THE DEVELOPMENT OF WESTERN POLITICAL THOUGHT. The first semester emphasizes the major thinkers and basic political ideas in the classical and European tradition through Machiavelli. The second semester begins with Machiavelli and focuses on subsequent thinkers—Hobbes, Locke, Rousseau, Bentham, Marx, and Lenin, for example—whose ideas are frequently reflected in the intellectual framework of modern politics. In both semesters a strong effort is made to relate basic political concepts to contemporary problems. Three credits, each semester.

141, 142. INDEPENDENT STUDIES. An advanced course involving extensive reading, research papers, and regular meetings with the departmental staff. Three credits, either semester.

203-204. TUTORIAL. Three credits each semester. Political Science Faculty.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of twenty-nine hours in the department, including Psychology 1-2, 119, 105, 132, and 203-204.

1-2. GENERAL PSYCHOLOGY. An introduction to the scientific study of behavior, with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum per week. Three credits each semester.

105. ELEMENTARY STATISTICS. Should be elected during the sophomore year by students planning to major in psychology. Three credits, each semester. See Mathematics 10.

107. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Two hours of lecture and two hours of laboratory. Prerequisite: Psychology 105 or Mathematics 5. Three credits. Not offered 1965-66.

108. THEORETICAL PROBLEMS OF LEARNING. A consideration of the basic learning process in terms of its major theoretical problems and experimental evidence. Both human and subhuman experimental work will be treated in the course. Prerequisite: Psychology 102. Three credits, second semester.

111. SOCIAL PSYCHOLOGY. A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 1-2 or Sociology 103 or consent of instructor. Three credits, first semester.

113. THEORIES OF PERSONALITY. A detailed survey of the current theories dealing with personality development. Particular emphasis on the psychoanalytic viewpoint and theories that have evolved directly or indirectly from this view. Whenever possible original source material will be used. Three credits, either semester.

118. RESEARCH DESIGN. An examination of experimental and survey design procedures, sampling and control methods, and appropriate parametric and nonparametric instruments. Prerequisite: Mathematics 10 or equivalent. Three credits, first semester.

119. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques and experimental design in psychology. Experiments in various areas of general psychology will be performed by the student. May be elected by nonmajors only with permission of the instructor. Two hours of lecture and two hours of laboratory per week. Prerequisite: Psychology 1-2 and 105. Three credits second semester.

120. ABNORMAL PSYCHOLOGY. A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Prerequisite: Psychology 1-2 and permission of the instructor. Three credits, either semester.

124. DEVELOPMENTAL PSYCHOLOGY. Psychological development of children from birth through adolescence, including those aspects of physiological development which directly influence behavior. Emphasis will be placed on scientific principles, contemporary issues, developmental theories, and applications. Prerequisite: Psychology 1-2. Three credits, first semester.

126. PHYSIOLOGICAL PSYCHOLOGY. An examination of the science of bodily functions with special emphasis on the physiological basis of behavior. This course will give the student a fundamental knowledge of the neural and physiological processes and their relationship to the organism's adjustment to its environment. Prerequisite: Biology 1 or Psychology 1-2. Three credits. Not offered 1965-66.

132. SEMINAR. Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of juniors. Two credits, second semester. Psychology Faculty.

141, 142. INDEPENDENT STUDIES. Laboratory visits, independent readings and investigations of special value to the student. Permission of the department. Three credits each semester. Psychology Faculty.

151. HISTORY AND SYSTEMS OF PSYCHOLOGY. A seminar dealing with historical and contemporary trends in psychology. Prerequisite: Psychology 1-2. Three credits, first semester.

203-204. TUTORIAL. Three credits each semester. Psychology Faculty.

Russian

See Modern Languages, page 77.

Spanish

See Modern Languages, page 77.

SOCIOLOGY AND ANTHROPOLOGY

I. The Program for Sociology Majors

All students majoring in sociology will take:

a. Sociology 103. Elements of Sociology
b. Sociology 106. Social Disorganization
c. Either Anthropology 101. Early Man and Society *or* Anthropology 102. Cultural Anthropology
d. Sociology 131. Social Research Methods
e. Sociology 130. Advanced Social Theory
f. Sociology 203-204. The Tutorial

Sociology 103 is open to all students. Sociology 106, 108 and 111 are open to all students who have completed Sociology 103. All other courses require upperclass standing plus Sociology 103 or permission of the instructor. All sociology majors are asked to take at least six hours in other social sciences.

II. The Program for an Anthropology Concentration

Students electing to concentrate in anthropology are expected to take a minimum of thirty hours, including the tutorial, in the department of sociology and anthropology. This requirement includes:

a. Anthropology 101. Early Man and Society
b. Anthropology 102. Cultural Anthropology
c. One semester course from regional Anthropology courses:
    Anthropology 111. Asian Communities
    Anthropology 112. Latin American Communities
    C-325. Peoples of the Middle East (taken at Carnegie Tech)
    C-326. Contemporary Africa (taken at Carnegie Tech)
d. One semester course from social anthropology courses:
    Anthropology 119. Racial and Ethnic Groups
    Anthropology 121. Primitive Religion
    Anthropology 122. Comparative Social Organization
    Culture and Personality 105. (Only if taken in addition to Political Science 105. World Issues.)
e. Sociology 103. Elements of Sociology
f. Sociology 130. Advanced Social Theory
g. Sociology 131. Social Research Methods
h. One course from the Social Theory Area.
i. Sociology 203-204. The Tutorial

Further Requirements:

Students concentrating in anthropology will be expected to take at least six hours distributed in one or more of the related disciplines: biology, economics, history, political science, and psychology. Mathematics 10. Elementary Statistics is recommended.

Students intending to do graduate work in anthropology should take into account that a requirement for the advanced degree is a reading knowledge of two foreign languages, normally French and German, and that familiarity with statistics is expected.

Sociology

103. ELEMENTS OF SOCIOLOGY. Social origins and development; basic characteristics of group life with special emphasis upon social interaction. Social organization including the concept of social structure; class, caste, race; community ecological aspects and institutions. Three credits, either semester.

106. SOCIAL DISORGANIZATION. An application of sociological principles to the problems of personal, family, community, and international disorganization. An analysis of the social processes underlying personal conflicts and personal disorganization, divorce, desertion, community conflicts, political corruption, revolution, fascism, and war. One third of the course time will be devoted to a seminar in social problems. The class will be divided into small units for the seminars. Prerequisite: Sociology 103. Three credits, second semester.

108. URBAN COMMUNITY. This course will examine the ways in which community institutions and agencies have developed, how they function in meeting community needs and how they are interrelated. These will include government and the extension of governmental agencies and economic institutions, health, education, recreation and welfare institutions and agencies. How the people voice their needs and how these needs are recognized through community councils and other agencies will be explored. Prerequisite: Sociology 103. Three credits, first semester. Not offered 1965-66.

111. THE FAMILY. The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Prerequisite: Sociology 103. Three credits, first semester.

115. COLLECTIVE BEHAVIOR. The study of group phenomena as evidenced in formal and nonformal groups. Processes underlying mass behavior in fads, fashions, crowds, mobs, religious revivals, political and racial movements, revolutions. Students will visit political rallies and other group phenomena which partake of mass behavior. Open to juniors and seniors. Prerequisite: Sociology 103. Three credits, first semester. Not offered 1965-66.

116. INDUSTRIAL SOCIOLOGY. A sociological analysis of historical and contemporary aspects of industrial institutions. Informal and formal organization of labor and management personnel. Work incentives. Reactions to technological innovations. Unemployment in relation to industry. The integration of industry with other institutions. Open to juniors and seniors. Prerequisite: Sociology 103. Three credits, second semester. Not offered 1965-66.

118. JUVENILE DELINQUENCY. The nature and extent of juvenile delinquency. Changing aspects of juvenile delinquency. The Juvenile Court. Theories of delinquency. Current research as to the nature of factors in delinquency and their subsequent adjustment. Clinical and institutional treatment and probation work. Preventive projects in delinquency. Field trips to juvenile institutions. Open to juniors, seniors and psychology majors. Prerequisite: Sociology 103. Three credits, second semester. Not offered 1965-66.

120. CRIMINOLOGY. The evolution of social and legal definitions of crime. Primitive crime. Modern crime. Statistics with reference to crime and criminals. Multiple factors in criminal conduct. Case studies of offenders. Differential aspects of the crime rate. Evolution of penal methods: arrest, trial, conviction, and the treatment of offenders. Cultural lag in penal treatment. Field trips to nearby institutions. Open to juniors, seniors and psychology majors. Prerequisite: Sociology 103. Three credits, second semester.

122. HUMAN ECOLOGY. Human behavior in relation to social environment and natural resources with special emphasis upon population distribution. The changing rural population. The patterning of urban, metropolitan, and satellite cities. Ecological processes. Special types of communities and factors in their growth and development. Three credits, second semester. Not offered 1965-66.

123. POLITICAL SOCIOLOGY. Sociological analysis and theories of political activity with major emphasis on the United States with some consideration of European developments. Political institutions in relation to other social institutions. In groups, out groups. Political conflict. Political leaders. Bureaucracy and personality. Local community norms and political activity. Expanding areas of political activity. Problems of maintaining democracy. Three credits, first semester.

124. SOCIAL STRATIFICATION. A review of theories to account for institutionalized equalities and inequalities in social systems, with particular reference to trends in the structuring of social class inequalities in advanced industrial societies. Three credits, second semester.

130. ADVANCED SOCIAL THEORY. An historical survey of important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory.

Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors. Three credits, first semester.

131. SEMINAR: SOCIAL RESEARCH METHODS. Scientific research techniques and their application to specific social data. Open to junior and senior sociology majors. Others by permission of the instructor. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. Directed studies in selected areas of sociology. Three credits each semester. Sociology Faculty.

203-204. TUTORIAL. Three credits each semester. Sociology Faculty.

Anthropology

101. EARLY MAN AND SOCIETY. Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Three credits, first semester.

102. CULTURAL ANTHROPOLOGY. Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived from the study of contemporary primitive cultures. Anthropology 101 recommended but not a prerequisite. Three credits, second semester.

111. SEMINAR: ASIAN COMMUNITY CULTURES. Analysis of varieties and uniformities in the ways of life of selected human communities in the Far East. Prerequisite: Anthropology 101 or 102 or permission of the instructor. Three credits, first semester.

119. RACIAL AND ETHNIC GROUPS. An analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. The course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups, and their cultural impact on our national life. Three credits, second semester.

121. SEMINAR: PRIMITIVE RELIGION. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: Anthropology 101 or 102 or permission of the instructor. Three credits. Not offered 1965-66.

122. SEMINAR: COMPARATIVE SOCIAL ORGANIZATION. Selected problems in the cross-cultural study of the family, political organization, and social stratification. Prerequisite: Sociology 103 or Anthropology 102. Three credits.

141, 142. INDEPENDENT STUDIES. Directed studies in selected areas of anthropology. Three credits each semester. Sociology Faculty.

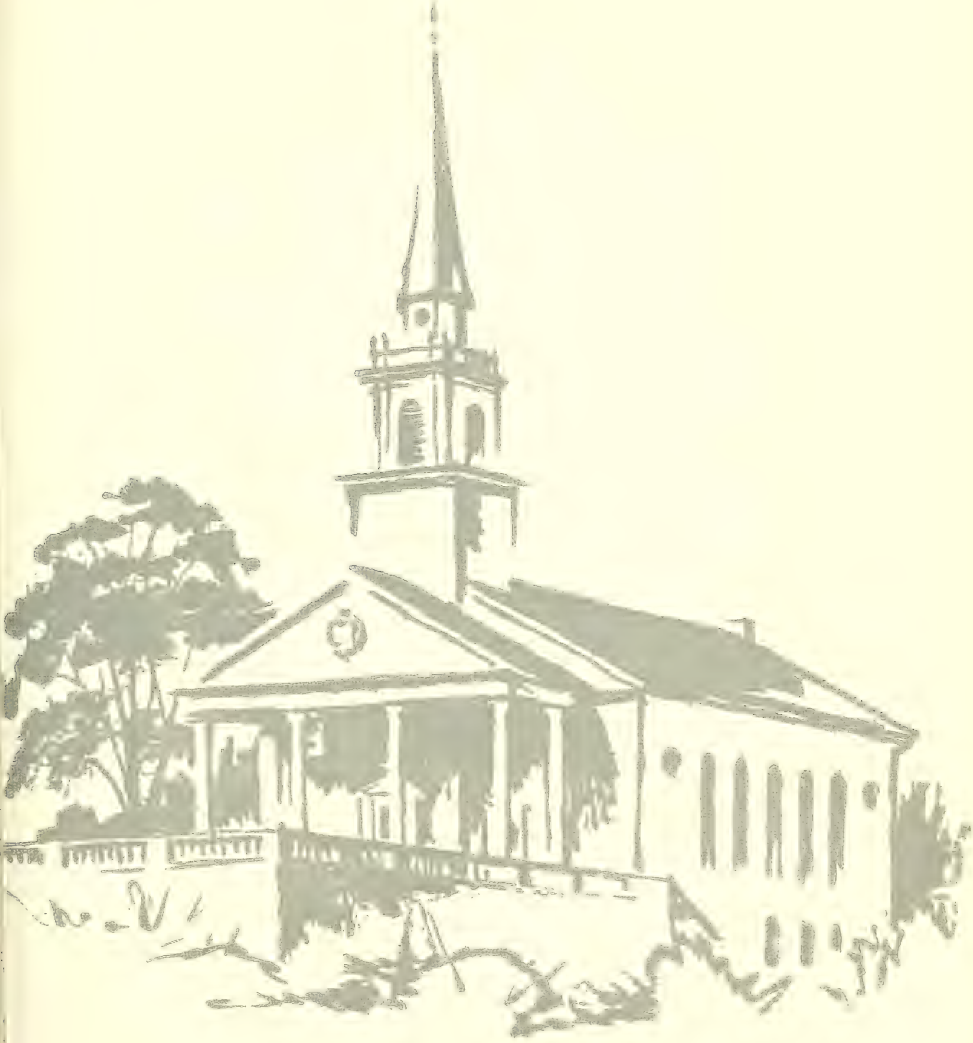
SERVICE UNIT

No Credit

SECRETARIAL STUDIES

101. TYPEWRITING. Instruction given in the technique of operating the typewriter. This is designed for those desiring a working knowledge of typewriting. Three hours either semester. No credit.

105-106. SHORTHAND. A study of the principles of shorthand, the development of a shorthand vocabulary, with some dictation and transcription. Three hours each semester. No credit.



COLLEGE PROCEDURES

Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among its candidates for admission those who have the strongest academic and intellectual potentiality and can develop the ability to translate knowledge and understanding into effective judgment in all areas of human decisions. The College is interested in able students geographically well distributed from a variety of backgrounds (economic, social, racial, religious), and having diverse interests and talents, academically and in other areas as well

In considering an applicant for admission the College is most concerned with her quality of preparation, amount of preparation, intellectual ability and enthusiasm for learning, health, and capacity for further development as a person and as a student. Evaluation of these qualities is made on the basis of the secondary school record and recommendations from the counselor and teachers, results of College Entrance Examination Board tests, the interview, and all additional, pertinent information that is available.

In general the college preparatory course should be taken in secondary school with emphasis placed upon English, history, mathematics, science and foreign languages. However, adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of units in each subject area. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is especially interested in science, she might take more than the usual two units of science plus three or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as a modern language.

To provide further evidence of readiness for college work, applicants are required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. One of the Achievement tests must be the English Achievement Test. It is preferred that all regular applicants take the Scholastic Aptitude Test and Achievement Tests in December or January of the senior year in high school. Scores on Achievement Tests taken during or immediately following the junior year may be submitted for subjects terminated at the close of the junior year.

Candidates who have participated in Advanced Placement Program courses organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement tests of the College Board. Advanced placement is offered for scores of 3, 4 and 5 on these examinations; college credit is offered for scores of 4 and 5.

Candidates who have enrolled in college level courses, at accredited institutions prior to entrance at Chatham, may apply for advanced placement and credit toward the degree.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board and for having the results of these tests sent to Chatham from the College Board office. Candidates should address all inquiries concerning these tests and applications for taking the Scholastic Aptitude Test and three Achievement Tests to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California.

A Bulletin of Information containing procedures for filing applications, payments of fees, lists of examination centers, and sample questions and answers may be obtained without charge from the College Entrance Examination Board.

For the year 1965-1966 the College Entrance Examination Board will hold examinations throughout the country on each of the following dates: December 4, 1965; January 8, 1966; March 5, 1966; May 7, 1966; and July 9, 1966. Applications and fees to take the tests should be sent to the College Entrance Examination Board four weeks in advance of the test date.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232, requesting an application blank.
2. Complete and return the application blank before March 1 to the Admissions Office. A processing fee of twenty dollars ($20.00) which is not refundable must be enclosed.
3. A personal interview with all applicants is desired at the College whenever possible. If a student cannot come to the College, the applicant should take the initiative and arrange an interview with an alumna representative if there is one in the area. (See pages 147-151 for names and addresses of Alumnae Representatives.)

4. Take the College Entrance Examination Board tests, the Scholastic Aptitude Test (preferably in December), and three Achievement Tests (preferably in January), and request the Board to report the results of these tests to the College.

Upon receipt of the application from the applicant, the College will send for the secondary school transcript and provide the applicant with recommendation forms to be completed and returned to the College by her counselor and two teachers best qualified to judge her academic ability. The applicant's credentials will be presented to the Admissions Committee for its decision in March. Notices concerning admission status will be mailed to all applicants early in April.

Early application is advisable in order to assure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

An Early Decision Admission Plan designed to give assurance early in the senior year in high school to clearly well-qualified students whose *single* college choice is Chatham is in effect at Chatham College. Well-qualified applicants who apply before October 15 of the senior year in high school and whose credentials include high school records through the junior year, counselor's and teachers' recommendations, and results of the Scholastic Aptitude Test and three Achievement Tests taken either in the junior year or in July preceding the senior year will be granted admission as early as mid-November. It is anticipated that the majority of applicants will be considered by the Committee on Admissions at the regular spring meetings. At this time additional data consisting of the record for the first semester of the senior year and results of the College Entrance Examination Board Scholastic Aptitude Test and three Achievement Tests taken in the senior year will be on file.

For detailed information concerning the Early Decision Admission Plan write to the Director of Admissions.

The Admissions Office is open from 9 a.m. to 5 p.m., Monday through Friday, and on Saturday from 9 a.m. to 12 noon from September to June. During the summer months there are no Saturday hours. Prospective students and their families are cordially invited to visit the College. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with the Director of Admissions.* This is especially necessary if arriving on Saturday morning as the schedule is particularly heavy on that day.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal arts courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form obtained from the Director of Admissions, Chatham College. A processing fee of twenty dollars ($20.00) which is not refundable must be enclosed.
2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham, and indicating the major subject.

3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.
5. Request the College Entrance Examination Board to submit the results of any College Board tests (Scholastic Aptitude and Achievement Tests) which may have been taken either prior to or during attendance at present college.
6. At the close of the semester, just prior to entrance, have the college from which the student is transferring send:
    (a) A final transcript of record.
    (b) A statement of honorable dismissal.

POLICY CONCERNING PART-TIME, DEGREE AND NON-DEGREE STUDENTS

Mature applicants who are or are not candidates for bachelor degrees, or who have earned degrees but wish to take additional undergraduate courses may be admitted on a part-time basis to classes for which their educational training and experience qualify them. Such students should observe the following procedures:

1. Arrange for a personal interview with the Executive Dean.
2. File an application for admission with the Director of Admissions. A processing fee of twenty dollars ($20.00) which is not refundable must be enclosed.

3. Submit a transcript of her record from the college last attended.
4. In general, fulfill the entrance requirements of regularly enrolled Chatham students.

Part-time students may carry a maximum of nine (9) academic hours of credit each semester. A minimum of 2.00 average must be achieved for the first semester in order to be eligible to continue for a second semester. A part-time student may petition the Committee on Academic Standing to become a full-time degree student. If she is accepted, regulations governing a full-time student become effective, including the final twenty-four hours toward the degree being taken at Chatham College.

POLICY CONCERNING RE-ADMISSION

Students who formally withdraw from Chatham and then later seek reinstatement follow the same procedure described for transfers into Chatham from other colleges (see page 105) and arrange for a personal interview with the Executive Dean or Dean of Students. Completed applications should be directed to the Admissions Office no later than January 1 for the second semester or March 1 for the first semester. Such applications normally are acted upon with those of students new to the college by the Committee on Admissions.

The College does not grant leaves of absence except as stated below. When it is necessary that a student withdraw for health or some other emergency reason her later reinstatement must be based on the College's best judgment about her prospects for academic adjustment as well as availability of dormitory space. Such students make application as described in the above paragraph.

LEAVES OF ABSENCE

Students are granted leaves of absence only for study in approved programs abroad or to participate in the Washington Semester.

Academic Procedures

GRADES

The letters A,B,C,D, and F are used to designate the quality of performance. A indicates distinguished performance; B indicates superior work; C indicates generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance did not fulfill minimum requirements of the course.

The grade I is a substitute grade. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. This grade may not be given without the approval of the Executive Dean. Failure to remove the grade of I by the end of the first four weeks of the following semester automatically results in failure in the course.

ACADEMIC CREDIT

Courses are valued at ½, 1, 2, 3, 4, or 5 hours of academic credit, as stated in the catalogue description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which include laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation, constitute an average academic load. Although the maximum program is considered to be 18 credits inclusive of physical education, students with a B average, 3.00, in the preceding semester and a 2.5 cumulative average may carry one additional hour with the approval of the Executive Dean.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit for which she registered.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of work completed. A student's cumulative average is obtained by dividing the sum of all quality points by the sum of all credits carried. The progress of each student is reviewed at semesters by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar reports grades and credit hours earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, at mid-semester of the first semester, a report is sent to each freshman; duplicates of these are sent to parents or guardians.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

THE AUDITING OF COURSES

Some courses may be audited provided this is approved by the Faculty Advisor and by the instructor of the course. Formal registration is required. Auditors are expected to fulfill all of the obligations of course participation except written assignments and examinations.

ABSENCE FROM FINAL EXAMINATIONS

Unexcused absence from an examination is counted as failure in the examination. Absence from an examination is excused only by the Dean of Students for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations. The fee for a late examination is $5.00 per course.

COURSE REGISTRATION

Election of courses for the following year is scheduled in late spring. Courses may be entered through the first two weeks of any semester on recommendation of the faculty advisor and the individual instructor concerned; no course may be entered after this time. Courses may be dropped through the first four weeks of each semester without incurring an academic penalty, with the exception of seven week physical education courses. These must be dropped by the end of the second week of classes. If a course is dropped after the time indicated above, unless the reason is approved by the Executive Dean, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the office of the Executive Dean. Requests for exception may be filed by the student with the Registrar.

SUMMER STUDY

A student wishing to receive credit for summer study at home or abroad must secure in advance of study approval of both the course work undertaken and the institution where it will be taken. Application for approval should be filed with the Registrar on May 1. Six semester hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Students with superior academic records may study abroad in the junior year when such study is particularly suited to their academic needs. Applicants should have strong preparation in the language represented by their study, the approval of their Major Advisor and of the Executive Dean. There are a number of approved programs which welcome well-qualified students. Applications should be filed early, usually by December 15 of the sophomore year.

SUMMER STUDY ABROAD

Increasingly available are excellent academic programs of study abroad during the summer months. Students who participate may earn college credit when they fulfill formal conditions of attendance and examination. Preparation in the language is of course prerequisite to successful study. When credit is desired, approval of such study must be obtained in advance.

SEMESTER IN WASHINGTON

Juniors with a strong background in political science, a superior academic record, and ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. The Washington program enables the student to meet the nation's political and governmental leaders, to see the scope of lawmaking operations, and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

EXEMPTION AND CREDIT BY EXAMINATION

A student may earn exemption from any course when she can demonstrate satisfactory fulfillment of the main objectives of the course. In addition she may earn credit by examination for any course in which she can demonstrate superior achievement. Examinations for these purposes may be written or oral. They are arranged by the Office of Evaluation Services with the department faculty concerned.

Automatic provisions are made for these purposes in some subjects of the Basic Curriculum and for students who have participated in the Advanced Placement Program of the College Board. There is no fee for such examination or credit, except under the circumstances noted on page 119 under Examination Fees.

TRANSCRIPTS

Graduates and students are entitled to one complete statement of their College record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean of Students when a student withdraws voluntarily from the College during the school year. The official date of withdrawal is the date on which the authorization of withdrawal is received.

The College may, upon the recommendation of the College physician, request that a student withdraw for reasons of health.

Return to the College after withdrawal at any time is subject to reapplication and acceptance for admission.

DISMISSALS

The College reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or satisfactory level of over-all progress, or whose continuance in college would be detrimental to her health or to the health of others.

A student is assumed by the College to have attained a degree of maturity enabling her at all times to act as a responsible and contributing member of the College community and the community at large. It is expected that she will maintain high standards of conduct in all areas of her life, and will remember that her actions both on and off campus reflect not only upon herself, but also upon the College and all members of the College community of which she is a part.

Actions which violate the stated regulations in the student handbook or catalogue, or which are contrary to the intent of any standards and regulations of the College, will constitute a violation of College policy and can be considered cause for disciplinary or administrative action. A student may be dismissed for unsatisfactory conduct and asked to withdraw at the discretion of the College. A special probationary period may sometimes be used when it is felt to be helpful to the total development and progress of the student.

ACADEMIC PROBATION

Academic probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The College believes that students on probation should realize that their level of achievement is inadequate or in danger of failing to meet college graduation requirements. With proper application of time, energy, and abilities, students may improve their academic status. The following stipulation, therefore, has been established to provide a framework within which more time and emphasis may be given to academic work: students may not take any major part in extracurricular activities during the period of probation. The student is also advised to limit her own social activities. A student on probation whose most recent semester average does not show substantial improvement may be dismissed.

The Committee on Academic Standing may place a student on academic probation at any time during the year. A student may be removed from probationary status at the discretion of the Committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study is four years. All students must carry at least 12 credit hours each semester. No allowance is made for work done *in absentia* except in those programs formally approved by the faculty (Washington Semester, Study Abroad, etc.).

At the discretion of the Committee on Academic Standing and of the department of her major, an adult student whose circumstances permit only part-time study may be excused from the final requirement of a senior year "in residence." The final twenty-four hours of credit, however, must be taken at Chatham College and must have the approval of the department and Executive Dean.

Financial Procedures

CHARGES AND EXPENSES

Since the College catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1965-66. Each student actually pays only 55% of the cost of her Chatham education. Private gifts and income from endowment must, therefore, meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are invited to do so.

FEES

Application for admission	$20.00

The application fee is not refundable (see page 103) and is not credited on any College bill.

Deposit	$50.00

Required of newly registered students beginning September 1966. Refundable upon graduation or withdrawal (see page 118).

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition, Board and Room	$2650.00
Student Activities Fee	40.00
	$2690.00

Payable:

Upon acceptance	$ 150.00
On or before opening of the College in September	1440.00
On or before January 15	1100.00
	$2690.00

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition	$1600.00
Student Activities Fee	40.00
	$1640.00

Payable:

Upon acceptance	$ 150.00
On or before opening of the College in September	840.00
On or before January 15	650.00
	$1640.00

Part-time students will be charged at the rate of $50.00 for each semester hour scheduled.

An advance payment of $150.00 for all returning students must be paid by May 1. This payment is not ordinarily refundable except to students not eligible to return because of academic failure, but it is applied to the charges of the academic year. This advance payment is necessary to reserve a place for the student in the College. Unless the College has substantial evidence that a student is returning, it has an obligation to provide for qualified students who could take the place of those not returning. Late registrants pay a $5.00 fee.

In addition, a one-time deposit of $50.00 which, less any bills due the College, will be refunded upon graduation or upon withdrawal, must be paid on or before the opening of the College in September by newly registered students enrolling in the Fall 1966 semester.

The Student Activities fee has been established by the Community Government Association and entitles each student to all student publications, admission to the Winter Prom, the Spring Prom, College plays and concerts, and other public programs, and membership in the Chatham Recreation Association and the Community Government Association.

Day students have voted to assess themselves a nominal fee of $10 per academic year, due and payable with the first term bill, to help defray costs of their campus social and overnight quarters.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week	$110.00
One half-hour lesson per week	$ 55.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department. For students majoring in music, up to ten hours of instruction during four years will be given at no extra cost. Over ten hours will be given at the above rates.

MEDICAL EXPENSES

The student must make her own arrangements for health and accident insurance. The College has planned for such a program with the Continental Casualty Company. The program is so comprehensive that it has the College's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent by the student.

Fees: $30.00 for twelve months

Provision for seven days of infirmary care is included in the resident student's fees. For additional days in the infirmary, there is a charge of $3.00 a day. A charge is made for medicine if a special prescription is required. The College physician charges the student for his services and the College bills the student. See Health Services, page 155.

CARE OF PROPERTY

Damage to, or loss of, College property will be charged to the student who is responsible.

A student will be expected to maintain her room with a reasonable degree of order and cleanliness.

EXAMINATION FEES

A student who fails to take an examination at the regularly scheduled time, and this refers to any kind of examination that the College requires, must pay a late examination fee of $5.00. While the College does not assess students for any exemption or credit they may earn by examination in courses that are offered by Chatham, when it is necessary to employ an outside examiner for this purpose, the student is asked to pay a special examiner's fee.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the College.

A student may not be graduated, receive honorable dismissal, grades, or a transcript of her College work until all accounts with the College have been settled.

Charges for students entering College the second semester will be one-half the stated rates for the College year.

In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Statements showing charges for bookstore purchases, infirmary bills, guest charges, etc. are given to students at the end of each month and payment is due in thirty days.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through the local banks, the Insured Tuition Payment Plan, or The Tuition Plan, Inc.

Information concerning these programs is available upon request to the Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or other reason.

The date of withdrawal is the date on which the Dean of Students is informed of the fact, in writing, by the parent or guardian.

FINANCIAL AID

Financial aid is available to qualified students who without such aid would be unable to attend Chatham. The criteria used to determine eligibility for assistance are: financial need, good academic average, good work performance, and contribution to the community. Financial aid awards range from $100 to $2650 per year.

Three kinds of financial aid are offered to students with need: academic grant; guaranteed work; and loan. An academic grant is awarded only in conjunction with guaranteed work. An academic grant is a College award available to students with good academic achievement. Guaranteed work entails work responsibilities on campus. A student works approximately six hours a week for a $200 award and nine hours a week for a $300 award.

Loans are available from two funds: the National Defense Student Loan Fund, and the Chatham College Loan Fund. In the National Defense Program, repayment of the loan begins one year after the borrower ceases to be a full-time student and must be completed within 10 years. Interest accrues at the rate of 3 per cent each year, effective one year after the borrower ceases to be a full-time student. Interest does not accrue on any such loan and periodic installments are not paid during any period in which the borrower is a full-time student at an institution of higher education or at a comparable institution outside the United States, or for three years during which the borrower is a member of the United States Armed Forces or in service as a Peace Corps Volunteer. A loan plus interest is cancelled at the rate of 10 per cent a year up to five years for service as a full-time teacher in a public or other non-profit elementary or secondary school in the United States, in an institution of higher education, or in an elementary or secondary school overseas operated by the United States Armed Forces.

In the Chatham Loan Program, repayment and interest begin when the borrower ceases to be a full-time student at Chatham. A loan has an interest rate of 3 per cent per year and must be completed within three years. Regular payments are made to the College Bursar. A schedule of payments should be arranged with the College Bursar before the borrower leaves Chatham College. Freshmen may borrow up to $400, sophomores up to $600, and juniors and seniors up to $1000.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, the results of the College Entrance Examination Board tests, secondary school record, and personal qualifications. Freshman applicants for financial aid should complete admission and scholarship forms and return them simultaneously with a $20 application to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply each year for all financial aid. All financial aid awards are reviewed each year upon reapplication by the student and are renewed if she has financial need, if she maintains the required academic average, and if she has fulfilled her guaranteed work responsibilities. Academic eligibility is based on the average of the two semesters' work of the current academic year. Juniors and sophomores need a 2.50 to apply, maintain, or increase their scholarship grant. Freshmen need a 2.30 to apply, maintain, or increase their financial aid. Applications are obtained from the Director of Financial Aid.

A number of endowed scholarships and scholarships contributed by individuals and groups are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

NAME SCHOLARSHIPS

The following name scholarships are awarded to upperclassmen by the Financial Aid Committee.

ALUMNAE SCHOLARSHIPS are awarded yearly. They are based upon scholarly potential and need. They are made possible by a $100,000 endowment fund contributed by alumnae and established in 1958. From time to time additional funds for Alumnae Scholarships are made available by the Association or by one of the Alumnae Clubs.

THE MR. AND MRS. WILLIAM G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is for the purpose of providing scholarship aid for deserving students.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. Preference is given to students from West Virginia.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the College from 1887 to 1906.

THE CLASS OF 1904 SCHOLARSHIP was established in 1964 as a sixtieth anniversary gift to the College.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the College.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

THE LABERTA DYSART SCHOLARSHIP is given in honor of Miss Laberta Dysart, professor of history from 1926 to 1958, and author of the history of the College, *Chatham College: The First Ninety Years.*

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of the College in the class of 1913.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE HARTLEY SCHOLARSHIPS were established in 1957 by the bequest of Mrs. Lyde D. Hartley.

THE FRANI ZIMMERMAN KLINE SCHOLARSHIP was established as a memorial to the late Frani Zimmerman Kline of the class of 1958. Preference is given to a student in elementary education.

THE LUELLA P. MELOY ALUMNAE SCHOLARSHIP is presented in memory of Miss Meloy, graduate of the College in 1884, and member of the faculty for many years. Miss Meloy pioneered in the teaching of social service.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the College from 1901 to 1921.

THE MITCHELL SCHOLARSHIP was established in 1948 and maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is to be used for a scholarship in music.

THE MARY HAWES NEVIN SCHOLARSHIP is in honor of Mary Hawes Nevin, an alumna of the class of 1896.

THE DOROTHY B. NEWELL SCHOLARSHIP, established in 1958, provides a total of $1000 each year for one or more deserving students, preference to be given to students from Warren, Pennsylvania.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, president of the College from 1878 to 1894.

THE HARRIET DUFF PHILLIPS ALUMNAE SCHOLARSHIP is given in memory of Mrs. John M. Phillips, former alumnae representative on the Board of Trustees, and noted for her work in both college and civic activities.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by The Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the foundation annually to the College for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE MARIA B. SATLER SCHOLARSHIP is awarded to a deserving student on financial aid.

THE SHALOM AWARD, established in 1960, is given annually to an outstanding student of the College.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for scholarships each year.

THE HERBERT LINCOLN SPENCER ALUMNAE SCHOLARSHIP is awarded in memory of Dr. Spencer, president of the College from 1935 to 1945.

THE MARY ACHESON SPENCER SCHOLARSHIP was established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

SPECIAL CRITERIA SCHOLARSHIPS

CHATHAM COLLEGE NATIONAL MERIT SCHOLARSHIPS are offered to five finalists who wish to attend Chatham.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshman applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the College and must enroll as a commuting student.

SPECIAL CRITERIA PROGRAM

COLLEGE WORK-STUDY PROGRAM—Chatham College participates in the College Work-Study Program of the Economic Opportunity Act.

ANNUAL AWARDS

THE AIKEN ART AWARD is given for the most outstanding work in all categories of the annual student art exhibition.

AMERICAN CHEMICAL SOCIETY STUDENT AFFILIATE AWARD recognizes the junior chemistry major with the highest academic standing.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, class of 1955, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is awarded to a senior who has shown a genuine interest in learning, and evidenced outstanding interest in civic and community affairs.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925 for a senior who has made real contributions to the College in service, character, and leadership.

THE HEINZ SUMMER STUDY ABROAD AWARD was established in 1961 by Mrs. Clifford S. Heinz. It is given to an outstanding upperclassman (seniors not eligible) needing financial assistance for productive foreign study and travel.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sarah Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE ANNA DRAVO PARKIN HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, class of 1936, who died while a junior at the College.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in drama and speech.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made to a junior of outstanding rank who has also made a real contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music.

SPECIAL FUNDS

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of The Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE CLASS OF 1956 FUND was established in June, 1956 to provide income for additional books in the Library.

THE CLASS OF 1957 FUND was established in June, 1957 to provide income for additional books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the College in 1932 through the will of the late Cora Helen Coolidge, former president of the College. The income from this fund is to supply books for the Library.

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis, class of 1875. The income from this fund is used for the purchase of books in the Library.

THE MAURICE FALK ENDOWMENT FOR THE ENRICHMENT OF UNDERGRADUATE TEACHING AT CHATHAM COLLEGE was established in 1964 by a grant from The Maurice and Laura Falk Foundation. The income from the endowment is intended for the support of "such projects and programs as the President and Trustees may deem wise in order to preserve and extend the quality of teaching and scholarship in the liberal arts so that Chatham College may continue its leadership among the nation's top liberal arts colleges."

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948 and revised in purpose and amount in 1963. The principal portion of the income is to be used to enrich the College's work in the field of philosophy and related disciplines, especially those concerned with values. The Fund supports the Gillespie Professorship, brings visiting lecturers to the campus, provides for faculty leaves, and allows for the enlargement of the Library collection.

THE IRENE HEINZ GIVEN PROFESSORSHIP, established in 1958 with funds provided by The Irene Heinz Given and John La Porte Given Foundation, Inc., is a professorship awarded to a superior person in a major field of study. It may be used in any field for one or more years, the purposes being to strengthen the educational program of the College and to attract eminent teachers.

THE HEINZ ENDOWMENT FUND, established in 1957 by the Howard Heinz Endowment, brings to the campus distinguished leaders in the arts and sciences.

THE VIRA I. HEINZ GRANT supports an annual series of lectures by leading philosophers and theologians. The grant, extending for three years beginning in 1962, was awarded from the Vira I. Heinz Fund of The Pittsburgh Foundation.

THE ETHEL W. KEISTER MUSIC FUND, established in 1957, is for the support of worthy projects in the field of music.

THE RUTH J. LAW LEGACY was left to the Chatham College Alumnae Association in 1964 through the will of Ruth J. Law, class of 1917, in memory of her mother, Caroline Law. By action of the Alumnae Association, the income from the $2000 bequest is to be used annually to purchase fine books for the Library.

THE HELEN IRWIN AND JAMES E. MacCLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey, class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks, who served as dean from 1922 to 1952 and as acting president from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the College to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the College through the effective use of outstanding people with varied backgrounds and interests.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the trustees of The Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

THE HELEN B. RAUH FUND, established in 1957, provides funds yearly for Library acquisitions.

THE MARY E. RIECK FUND, established in 1957, is for the purpose of increasing the Library collection.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE WHERRETT ENDOWMENT FUND was established by The Pittsburgh Foundation in 1957 for the furtherance of artistic appreciation at Chatham College and in Pittsburgh. As long as is feasible the income shall go for an exhibit program open to the public.

A gift from the Wherrett Fund also makes possible low-rate rental by students, faculty, and staff of reproductions of paintings.

THE WHERRETT MICROFILM LIBRARY FUND, established in 1963, provides for the permanent collection of The New York Times on microfilm and for microfilm equipment.

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B.S., Wheaton College; M.A., Northwestern University.

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B.S., Springfield College; M.P.H., University of North Carolina.

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B.A., State College of Iowa; B.S. in L.S., Western Reserve University; M.A., Claremont Graduate School.

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LABERTA DYSART, B.A., M.A. .... *Professor of History*
MABEL A. ELLIOTT, B.A., M.A., Ph.D. .... *Professor of Sociology*
MILDRED T. EVANSON, B.A., M.A. .... *Professor of Drama*
EDGAR M. FOLTIN, J.U.Dr., Dr. habil ...... *Professor of Psychology*
VANDA E. KERST .... *Professor of Speech*
EFFIE L. WALKER, B.A., M.A. .... *Assistant Professor of History*
EARL K. WALLACE, B.A., M.A., Ph.D. .... *Professor of Chemistry*
HELENE WELKER, B.A. .... *Associate Professor of Music*

PROFESSORS

J. CUTLER ANDREWS (1947) .... *History*
B.A., Ohio Wesleyan University; M.A., Ph.D., Harvard University.

WILLARD E. ARNETT (1957) ......*Buhl Professor of Philosophy*
B.A., Berea College; M.A., Ph.D., Columbia University.

STEPHEN BORSODY (1948) ....*History*
Doctor of Judicial and Political Science, Charles University, Prague; Privatdocent of East European History, University of Budapest.

*WING-TSIT CHAN (1966) ......*Gillespie Professor of Philosophy*
A.B., Lingnan University, Canton; A.M., Ph.D., Harvard University; Hon. A.M., Dartmouth College.

FRANCES ELDREDGE (1953) ....*English*
B.A., Wellesley College; M.A., Tufts University; Ph.D., University of Chicago.

CHARLES W. EVERETT (1965) ....*Mary Helen Marks Professor of English*
B.A., College of the Pacific; M.A., Ph.D., Columbia University.

PHYLLIS M. FERGUSON (1943) ....*Drama*
B.A., Emerson College; M.A., Ph.D., University of Pittsburgh.

DAVID HENDERSON (1961) ....*Sociology*
B.A., Westminster College; M.A., Ph.D., University of Pittsburgh.

WILLIAM J. KEEFE (1952) ....*Given Professor of Political Science*
B.S., Illinois State University; M.A., Wayne State University; Ph.D., Northwestern University.

NAHUM Z. MEDALIA (1965) ....*Sociology*
B.A., Harvard University; M.A., University of Missouri; Ph.D., Harvard University.

MARK C. PAULSON (1965) ....*Chemistry*
B.S., University of Illinois; Ph.D., University of Rochester.

RUSSELL G. WICHMANN (1946) ....*Music*
Mus.B., Lawrence College; M.S.M., Union Theological Seminary; Student of LaVahn Maesch, Clarence Dickinson, Marcel Dupre.

*Effective 1966-67

ASSOCIATE PROFESSORS

FRED ADELMAN (1962) .... *Anthropology*
B.A., Yale University; M.A., Ph.D., University of Pennsylvania.

WILLIAM A. BECK (1958) .... *Mathematics*
B.S., Case Institute of Technology; M.S., Ph.D., Purdue University.

PATIENCE T. BLAYDEN (1953) .... *Physical Education*
B.S., Boston University; M.Ed., University of Pittsburgh.

NORMAN W. CHMURA (1965) .... *Biology*
B.S., Western Reserve University; M.S., University of New Hampshire; Ph.D., University of Maryland.

JOHN W. CUMMINS (1954) .... *English*
B.A., M.A., Ohio Wesleyan University; Ph.D., University of Pennsylvania.

LILY DETCHEN (1948) .... *Director of Evaluation Services*
B.A., M.A., University of Louisville; Ph.D., University of Chicago.

ANN FREEMAN (1958) .... *History*
B.A., Wellesley College; M.A., Ph.D., Radcliffe College.

HARRY GOLDBY (1965) .... *French*
B.A., M.L., University of Pittsburgh; M.A., Middlebury College; Diplome de Phonetique, University of Paris.

LAWRENCE M. KNOLLE (1962) .... *Education*
B.A., M.A., University of Colorado; Ed.D., Columbia University.

FRANK M. LACKNER (1961) .... *Psychology*
B.S., University of Pittsburgh; M.A., Ohio State University; Ph.D., University of Pittsburgh.

*VINCENT LoCICERO .... *German*
B.A., Brooklyn College; M.A., Ph.D., University of Illinois.

MARY McGUIRE (1956) .... *English*
B.A., University of Maine; M.A., Ph.D., Columbia University.

*Effective 1966-67

JACK H. NEESON (1965) .... *Drama*
B.A., University of Delaware; B.D., Virginia Theological Seminary; M.A., Ph.D., Western Reserve University.

ALBERT O. OSSMAN, JR. (1957) .. *Political Science and Economics*
B.A., M.A., Ph.D., Syracuse University.

JACK E. TOMLINS (1964) .... *Spanish*
B.A., M.A., University of New Mexico; Ph.D., Princeton University.

ASSISTANT PROFESSORS

DOROTHY J. BEARCROFT (1964) .... *Chemistry*
B.A., University of California at Los Angeles; M.S., Ph.D., University of Chicago.

FRANKLYN G. BONN, JR. (1965) .... *Political Science*
B.A., M.A., Ph.D., University of Minnesota.

JERRY L. CAPLAN (1959) .... *Art*
B.F.A., M.F.A., Carnegie Institute of Technology; Student of Louise Bouche, Morris Kantor, John Corbino, Byron Browne, John Hovannes.

J. DALE CHASTAIN (1960) .... *Political Science*
B.A., College of Wooster; M.A., University of Iowa.

LOUIS P. COYNER (1963) .... *Music*
B.F.A., M.F.A., Carnegie Institute of Technology; Ph.D., University of Iowa.

DORIS B. CROZIER (1963) .... *Anthropology*
B.A., Trinity College; M.A., New York University.

LEONARD M. FRIEDMAN (1961) .... *French*
B.A., New York University; Lic. es Let., University of Geneva, Switzerland.

FRANK A. HAYES (1957) .... *Philosophy*
B.A., M.A., Stanford University; Ph.D., Indiana University.

CONRAD M. HESS (1965) .... *Biology*
B.A., Alfred University; M.S., Ph.D., University of Washington.

FLORENCE S. KOSSOFF (1963) .... *Art History*
B.A., Smith College; M.A., New York University.

ROBERT H. LOISELLE (1961) .... *Psychology*
B.A., University of Massachusetts; Ph.D., University of Rochester.

WILLIS D. RICHEY (1963) .... *Chemistry*
B.A., Hiram College; Ph.D., University of Rochester.

RUTH W. STONE (1965) ..*Visiting Assistant Professor of Education*
B.S., Slippery Rock State College; M.Ed., University of Pittsburgh.

DONALD H. TRAHAN (1965) .... *Mathematics*
B.S., University of Vermont; M.A., University of Nebraska; Ph.D., University of Pittsburgh.

JEROME S. WENNEKER (1946) .... *Drama*
B.A., University of Missouri; M.F.A., D.F.A., Yale University.

INSTRUCTORS

DOREEN E. BOYCE (1963)........................ *Economics*
B.A., M.A., Oxford University.

MARVIN H. BRAGG (1964).......................... *German*
B.A., M.A., University of Southern California.

CAROL R. BROWN (1959)............................ *English*
B.S., Marquette University; M.A., University of Chicago.

HELEN B. CHUN (1964)......................... *Mathematics*
B.S., Radford College; M.S., Virginia Polytechnic Institute.

CARVER COLLINS (1965) .... *Drama*
B.A., University of Pittsburgh.

NASARIO GARCIA (1965) .... *Spanish*
B.A., M.A., University of New Mexico.

WILLIAM JUNGELS (1964) .... *English*
B.A., University of Notre Dame; M.A., The Johns Hopkins University.

LORENZO MALFATTI (1956) .... *Director of Choral Activities and Instructor in Music*
Graduate, Juilliard School of Music; Student of Mack Harrell, Rachele, Maragliano Mori, Virgilio Mortari.

ROBERT H. MAST (1964) .... *Sociology*
B.A., M.S., University of Pittsburgh.

SARA M. McGRATH (1963) .... *Physical Education*
B.S., East Stroudsburg State College.

FRANCES MORROW (1962) .... *English*
B.S., New York University; M.Litt., University of Pittsburgh.

JOSEPH C. NICHOLSON (1965) .... *Art*
B.A., DePauw University; B.F.A., M.F.A., Yale University.

BARBARA J. PAGE (1964) .... *English*
B.A., Pomona College; M.A., Columbia University.

ARTHUR G. SMITH (1963) .... *History*
B.A., Muskingum College; M.S., University of Wisconsin.

HENRY SPINELLI (1961) .... *Music*
B.A., Carnegie Institute of Technology; Student of Eunice Norton.

THELMA W. TAYLOR (1960) .... *Philosophy*
B.A., University of Arkansas; M.A., Columbia University.

EVA D. VAUGHAN (1965) .... *Psychology*
B.A., Oberlin College; M.S., University of Pittsburgh.

ALBERTINE WICHER (1964) .... *French*
B.S., University of New Hampshire; M.A., Boston University.

ANDRE E. WINANDY (1964) .... *French*
B.A., Denison University; M.A., The Johns Hopkins University.

HUGH K. WRIGHT, JR. (1963) .... *Religion*
B.A., Wesleyan University; B.D., Western Theological Seminary.

LECTURERS

MARGARET P. DUGGAR (1961) .... *Dance*
B.A., University of Wisconsin; M.A., Stanford University.

KLAUS JONAS (1965) ....*German*
B.A., Columbia University; M.A., Rutgers University; Ph.D., University of Muenster.

JOOST KIEWIET DE JONGE (1957)................*Astronomy*
Ph.D., Harvard University.

SARA LEHRMAN (1960).............................*Russian*
B.A., Hunter College; M.A., University of Pittsburgh.

IRENE P. LOWE (1964)..................................*Biology*
B.S., M.A., George Washington University; Ph.D., Washington University.

OAKLEY S. RAY (1963)...............................*Psychology*
B.A., Cornell University; M.Ed., Ph.D., University of Pittsburgh.

MIHAIL STOLAREVSKY (1948)..........................*Music*
B.S., Technical University, Goethen, Germany; M.A., Imperial Conservatory, Kiev, Russia; Student of Carl Flesch and Michael Press.

HELEN WEINBERG (1958)...................*Secretarial Studies*
B.A., University of Pittsburgh.

GEORGE WOODWARD (1965) .....*Visiting Lecturer in Psychology*
B.S., University of Houston; M.A., Baylor University.

CONSULTANTS AND ASSOCIATES

BRUCE CARTER (1965) ....*Consultant in Art Education*
B.S., State University of New York; M.Ed., D.Ed., Pennsylvania State University.

DONNA W. DALTON (1965) ......*Laboratory Associate in Biology*
B.S., Carnegie Institute of Technology.

PATTY HOOVER (1963) ....*Music Education*
Juilliard School of Music; Alliance Francais, Paris, France.

DIVISIONAL CHAIRMEN 1965-66

Humanities	Mr. Arnett
Science	Mr. Chmura
Social Relationships	Mr. Andrews

DEPARTMENTAL CHAIRMEN 1965-66

Art	Mr. Caplan
Biology	Mr. Chmura
Chemistry	Mr. Paulson
Drama	Mrs. Ferguson
Economics	Mr. Ossman
Education	Mr. Knolle
English	Miss McGuire
History	Mr. Andrews
Mathematics	Mr. Trahan
Languages	Mr. Tomlins
Music	Mr. Wichmann
Philosophy and Religion	Mr. Arnett
Physical Education	Mrs. Blayden
Political Science	Mr. Keefe
Psychology	Mr. Lackner
Sociology and Anthropology	Mr. Medalia

COURSE CHAIRMEN 1965-66

The Arts	Mr. Cummins
History of Western Civilization	Mr. Borsody
Culture and Personality	Mr. Adelman
Knowledge and Values	Mr. Arnett
Effective Speech	Mrs. Ferguson
World Issues	Mr. Chastain
Elementary Mathematical Physics	Mr. Richey
American Political Process	Mr. Keefe

ALUMNAE ASSOCIATION

The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the College through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Director of Alumnae Affairs, gathers and publishes information regarding graduates and former students of the College, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The Alumnae Association budget is underwritten by the College. All monies raised through the annual giving program are given to the College to be used in the academic program. Students receiving scholarships from these funds are designated as Alumnae Scholars.

The official publication of the Alumnae Association is *The Alumnae Recorder,* a semi-annual magazine devoted to news of Chatham and its graduates. In addition, alumnae are kept aware of events at the college by news bulletins issued periodically by the Department of Public Relations.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually at the College. The Council provides an opportunity for delegates to present ideas, express opinions, and participate in constructive planning for the future. Alumnae Day, Class Reunions, and the annual business meeting are held the weekend following Commencement. A meeting with an educational program is held at the College during the fall term.

OFFICERS

Louise Baehr Larson	President
Marianne McCallister Martin	First Vice President
Martha McFall Schall	Second Vice President
Katherine Rutter Hingeley	Recording Secretary
Martha Jane Gerwig Rial	Corresponding Secretary
Dorothy Schenck Van der Voort	Alumnae Trustee
Mary Virginia Brown Bowden	Alumnae Trustee
Jean McGowan Marshall	Alumnae Trustee
Clara Colteryahn	Director
Peggy Korb Smith	Director
Jean Cate Joseph	Director
Alice Chattaway Kittle	Director
Margaret Cooke Skidmore	Director
Ruth Hunter Swisshelm	Director of Alumnae Affairs

ALUMNAE CLUBS

SOUTHERN CALIFORNIA—Mrs. E. F. Tubbs (Virginia LeFurgy '47), 730 West 11th Street, Claremont, California 91711

WASHINGTON, D. C.—Miss Gayle A. Thomas ('60), 1301 South Scott Street, Arlington, Virginia 22204

CHICAGO, ILLINOIS—Mrs. Joseph Fell (Mary Loughran '62), 329½ Woodland Avenue, Winnetka, Illinois 60093

BOSTON, MASSACHUSETTS—Mrs. Barry J. Mitchel (Judith Allen '61), 32 Harvard Street, Reading, Massachusetts 01867

DETROIT, MICHIGAN—Mrs. Thomas H. Claypoole (Patricia Miles '56), 6733 Mansfield Drive, Garden City, Michigan 48135

NEW JERSEY—Mrs. W. C. DeKleine (Robin Askin '61), Burnt Hill Road, Skillman, New Jersey 08558

BUFFALO, NEW YORK—Mrs. William Petro (Carole Smith '60), 171 Halwill Drive, Snyder, New York 14226

MANHATTAN, NEW YORK—Mrs. Samuel N. Tonkin (Muriel Spindell '52), 450 East 63rd Street, Apt. 10-H, New York, New York 10021

CLEVELAND, OHIO—Mrs. Jack W. Lampl, Jr. (Carolyn Cosel '45),
18400 South Park Blvd., Shaker Heights, Ohio 44120

COLUMBUS, OHIO—Mrs. Carl J. Agriesti (Jane Humphreys '43),
3194 El Paso Drive, Columbus, Ohio 43204

GREENSBURG, PENNSYLVANIA—Mrs. John J. Bonfigli (Frances
Keenan '61), 344 North Pennsylvania Avenue, Greensburg,
Pennsylvania 15601

LANCASTER, PENNSYLVANIA — Mrs. Harry Stewart (Barbara
Senior '54), 942 Pleasure Road, Lancaster, Pennsylvania 17601

PHILADELPHIA, PENNSYLVANIA—North Philadelphia Club—Mrs.
Richard P. Colbert (Barbara Jane Evans '56), 8603 Thouron
Avenue, Philadelphia, Pennsylvania 19150
Delaware Valley Club—Mrs. J. Kenneth Delmar (Sara Jane
Westlake '62), 100 Stanton Road, Havertown, Pennsylvania
19083

PITTSBURGH REGIONAL GROUPS

MT. LEBANON AREA—Mrs. Charles R. Volk (Barbara Beacham '55),
Winthrop Road, Carnegie, Pennsylvania 15106

DOWNTOWN—Miss Helen Ryman ('24), 50 Academy Avenue, Pittsburgh, Pennsylvania 15228

NORTH SUBURBAN—Mrs. William J. Barnes (Maryanne Taptich
'54), 112 Woodshire Drive, Pittsburgh, Pennsylvania 15215
Mrs. R. L. Kalla (Alice Snook '53), 716 Old Mill Road,
Pittsburgh, Pennsylvania 15238

SOUTH HILLS—Mrs. Walter Benter (Dorothy Firth '45), 261 Tara
Drive, Pittsburgh, Pennsylvania 15236

Alumnae representatives appointed by the College are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the College, to act as good-will emissaries, and to aid the College in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

ALUMNAE REPRESENTATIVES FOR 1965-1966

ARIZONA—Mrs. Arthur P. Dansak (Barbara Hoge '49); 2124 East Solano Drive, Phoenix, Arizona 85016

Mrs. Jared M. Jackson (Jennine Johnson '58); 7109 Port au Prince, Tucson, Arizona 85710

CALIFORNIA—Mrs. Jack H. Samson, Jr. (Mary Singer '42); 512 Vaquero Road, Arcadia, California 91007

Miss Helen Roesing ('63); 870 East El Camino Real #20, Mt. View, California 94040

Mrs. Walter Ray McCann (Katherine James '31); 783 Garland Drive, Palo Alto, California

Mrs. Orville Recht (Nancy Levendorf '60); 420 East 4th Street, Tustin, California 92680

COLORADO—Miss Joanne W. Sterling ('56); 5985 South Bannock Street, Littleton, Colorado 80120

CONNECTICUT—Miss Rosemarie J. Pysh ('56); 78 Townsend Avenue, New Haven, Connecticut 06512

Mrs. Varick D. Schwartz (Mary Bovard '50); 191 Hunter Drive, West Hartford, Connecticut 06107

Mrs. Bartlett R. Price (Miles Janouch '43); 56 Wright Street, Westport, Connecticut 06880

DELAWARE—Mrs. Warren I. Pollock (Lois Gilpin '55); 300 Alders Drive; Oak Lane Manor, Wilmington, Delaware 19803

FLORIDA—Mrs. James A. Stuart (Jane Rowlett '54); 2653 N. E. 35th Drive, Fort Lauderdale, Florida 33308

GEORGIA—Mrs. Robert K. Brown (Joanne Pople '56); 689 Longleaf Drive N.E., Atlanta, Georgia 30305

HAWAII—Mrs. J. I. F. Reppun (Jean Engel '35); 47-410 Lulani Street, Kaneohe, Oahu, Hawaii 96744

ILLINOIS—Mrs. Louis Skidmore, Jr. (Margaret Cooke '60); 672 Irving Park Road, Chicago, Illinois 60613

Mrs. David T. Christie (Marian Lean '46); 345 Eaton Street, Northfield, Illinois 60093

Mrs. Richard A. Waichler (Nancy Follet '55); 1020 Superior Street, Oak Park, Illinois 60302

INDIANA—Mrs. Glenn L. McCurdy (Helen Jane Taylor '43); Rural Route 7, Box 159, Booneville; Big Cynthiana Road, Evansville, Indiana 47712

Mrs. John W. Klotz (Florence Succop '42); 8 Tyndale Place, Fort Wayne, Indiana 46805

Mrs. Robert Linke (Dorothy Purkiss '42); 3233 North Park Avenue, Indianapolis, Indiana 46205

Mrs. William M. Davis (Louise Eddy '52); 1704 Crestview Drive, New Albany, Indiana 47150

KENTUCKY—Mrs. Richard H. Wells (Mary Jean Kimball '48); 3407 Woodstock Circle, Lexington, Kentucky 40502

Mrs. William M. Davis (Louise Eddy '52); 1704 Crestview Drive, New Albany, Indiana 47150 (Near Louisville, Kentucky)

MAINE—Mrs. Edward R. Nelson (Ruth Clark '40); 222 Bradley Street, Portland, Maine 04103

MARYLAND—Mrs. Kenneth E. Quickel, Jr. (Mary Jennings '61); 550 North Broadway, Baltimore, Maryland 21205

Mrs. Edward Adelson (Lois Potts '54); 7020 Richard Drive, Bethesda, Maryland 20034

Mrs. W. Bruce Douglas (Joy Wilson '48); 1607 Holland Street, Cumberland, Maryland 21502

Mrs. F. Robert Fekety, Jr. (Nancy Baker '53); 204 Eastridge Garth, Timonium, Maryland 21093

MASSACHUSETTS—Mrs. William Siegel (Marian S. Friedman '64); 388 Marlboro Street, Boston, Massachusetts 02115

Mrs. Glenn H. Wise (Ann Reynolds '59); Glen Street, Dover, Massachusetts 02030

Mrs. Barry J. Mitchel (Judith Allan '61); 32 Harvard Street, Reading, Massachusetts 01867

MICHIGAN—Mrs. A. C. Staley (Lucy Ann Isham '44); 7003 Woodbank Drive, Birmingham, Michigan 48010

Mrs. James B. Blackburn, Jr. (Ethel Herrod '42); 765 Lincoln Road, Grosse Pointe, Michigan 48230

MINNESOTA—Mrs. Graham Courtney (Nancy Patterson '53); 4514 Casco Avenue, Edina, Minnesota 55424

Mrs. John Lilja (Dorothy Christman '62); 2526 Como Avenue, S. E., Minneapolis, Minnesota 55414

Mrs. Ronald M. Hays (Inna Komarnitsky '58); 3600 Druid Lane, Minnetonka, Minnesota 55345

MISSOURI—Mrs. James C. Newcomb (Joan MacMillen '50); 11841 Locust Street, Kansas City, Missouri 61431

Miss Gail Gardner ('62); 8622 Brookshire Drive; Apartment C, St. Louis, Missouri 63132

Mrs. George F. DuBois (Katherine Dykema x'51); 418 Fieldcrest Drive, Webster Groves, Missouri 63119

NEW JERSEY—Mrs. Carl T. Tourtellot, Jr. (Gertrude Beiswenger '50); 28 Hanover Road, Mountain Lakes, New Jersey 07046

Mrs. S. S. Anderson (Louise Thomson '52); 1995 Mary Beth Court, Scotch Plains, New Jersey 07076

NEW YORK—Mrs. N. William Wagar II (Cynthia Fortanier '53); 546 Glen Street, Glens Falls, New York 12801

Mrs. Jere C. Cox (Jane O'Neill '41); 4 Mary Lane, Greenvale, L. I., New York 11548

Mrs. Edward Loyd (Pat Kappel '58); 8 Ivy Place, Huntington, L. I., New York 11743

Miss Jane Sanford ('60); 381 Bonnie Brae Avenue, Rochester, New York 14618

Mrs. Donald Tritschler (Marigolden Guest '51); 37 Fifth Avenue, Saratoga Springs, New York 12866

Mrs. R. L. Beede (Patricia O'Keefe '51); 50 Saratoga Drive, Scotia, New York 12302

Mrs. William P. Petro (Carol Smith '60); 171 Halwill Drive, Snyder, New York 14226

Mrs. James George Smith (Marie Smith '59); 154 Erickson Street, Syracuse, New York 13206

Mrs. David P. Bridges (Nancy L. Wallace '57); 293 Benedict Avenue, Tarrytown, New York 10591

Mrs. Stanton Selbst (Barbara Goodstein '58); 148 Ralph Avenue, White Plains, New York 10606

NORTH CAROLINA—Mrs. Milton G. Emery (Margaret Siviter '56); 320 Scaleybark Road, Charlotte, North Carolina 28209

OHIO—Mrs. Herbert Newman (Diane Rubin x'63); 1854 Ganyard Road, Akron, Ohio 44313

Mrs. Joseph M. Ballay (Margaret Sue Hocker '61); 1329 Leders Lane, Cincinnati, Ohio 45238

Mrs. Wilbur V. Hansen (Sally Geary '48); 2 Beech Lane, Cincinnati, Ohio 45208

Mrs. A. V. Stoycos (Pat Ross '60); 1586 Westdale Avenue, South Euclid, Ohio 44121

Mrs. Ralph H. Goettler (Barbara Eckel '60); 2965 Brandon Road, Columbus, Ohio 43221

Mrs. Richard Gallaway (Mary Peck '60); 3901 Grantley Road, Toledo, Ohio 43613

Mrs. Raymond D. Otto (Sheila Stevens '57); 2114 Shenandoah Road, Toledo, Ohio 43607

OREGON—Mrs. William G. Rohlffs (Emelyn Taylor '27); 2234 S. W. King's Court, Portland, Oregon 97205

PENNSYLVANIA—Mrs. William C. Souleret III (Jean L. Hulse '54); 914—28th Avenue, Altoona, Pennsylvania 16601

Mrs. Charles C. Bradley (Patsy Speers '45); 1004 Wilde Avenue, Drexel Hill, Pennsylvania 19027

Mrs. William Anderson (Cora Davis '50); 5302 Wolf Road, Erie, Pennsylvania 16505

Mrs. W. Ronald Cocke IV (Nancy Cannon '57); 5418 Gardner Drive, Erie, Pennsylvania 16509

Mrs. Henry A. Owens (Ellen Snodgrass '60); 4-A6 Mt. Vernon Garden Apts; Easton Road, Glenside, Pennsylvania 19038

Miss Isabelle M. Allias ('54); 251 North Street, Harrisburg, Pennsylvania 17101

Mrs. Harry M. Stewart (Barbara Senior '54); 942 Pleasure Road, Lancaster, Pennsylvania 17601

Mrs. W. S. Emley (Shirley Gordon '35); R. D. #3; Maitland Lane West, New Castle, Pennsylvania 16101

Mrs. Frank Everett (Phyllis Smith '52); 306 Smithfield Road, Wallingford, Pennsylvania 19086

Mrs. J. Richard Krapfel (Sarabelle Segmiller '52); 113 Pamela Drive, Warren, Pennsylvania 16365

Mrs. Bernard H. Berman (Martha Yorkin '46); 685 North Wade Avenue, Washington, Pennsylvania 15301

Mrs. William A. Seaman (Jeannette Roux '59); 14 East Hollenback Avenue, Wilkes Barre, Pennsylvania 18702

Mrs. David L. Reeser (Barbara Heck '59); 1033 Wayne Avenue, Wyomissing, Pennsylvania 19610

Mrs. Earl S. Lathrop (Margaret Graham '42); 1740 Ridgewood Road; R. D. #7, York, Pennsylvania 17402

TENNESSEE—Mrs. John H. Chiles (Marie Cohn '48); 2195 Poplar Avenue, Memphis, Tennessee 38104

TEXAS—Mrs. John P. Hall, Jr. (Carol Fraser '58); 4323 University Boulevard, Dallas, Texas 75205

Mrs. Robert G. Croyle (Eleanor Meaner '38); 13311 Butterfly Lane, Houston, Texas 77024

VIRGINIA—Mrs. Robert W. Harris (Barbara Whiteside '50); 2203 Forest Hill Road, Alexandria, Virginia 22307

Mrs. Lester A. Wilson, Jr. (Lillian McFetridge '39); 1915 Meadowbrook Road, Charlottesville, Virginia 22901

WASHINGTON—Mrs. Dan Morris Guy, Jr. (Judi Rogers '58); 16724 S. E. 28th Street, Bellevue, Washington 98004

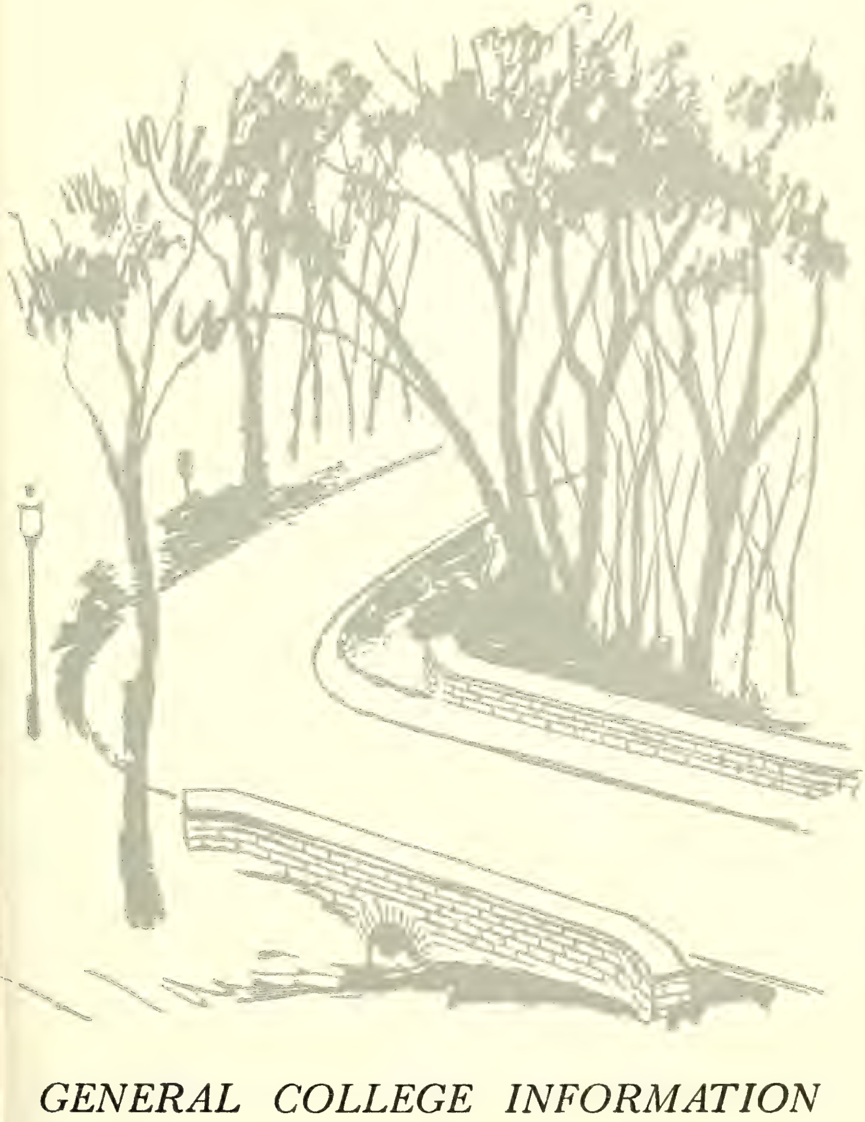
WEST VIRGINIA—Mrs. Robert B. Power (Joan Mering x'53); 915 Alynwood Circle, Charleston, West Virginia 25304

Mrs. Joseph Earley (Ruth Ludebuhl '33); 1408 Peacock Lane, Fairmont, West Virginia 26554

Mrs. Albert H. Wilson (Barbara Williams '54); 1437 Spring Valley Drive, Huntington, West Virginia 25701

Mrs. Jack Ziercher (Jane Wood '45); Forest Hills, Wheeling, West Virginia 26003

WISCONSIN—Mrs. C. W. Berger (Jean Andress '36); 2840 Menomonee River Parkway, Milwaukee, Wisconsin 53222



GENERAL COLLEGE INFORMATION

ACADEMIC CALENDAR FOR 1965-1966

Freshmen arrive	Sunday, September 12
Upperclass Registration	Tuesday, September 14
Freshman Registration	Wednesday, September 15
Classes begin	Thursday, September 16
Thanksgiving Vacation	Tuesday, November 23, 6:00 p.m. to Monday, November 29, 8:30 a.m.
Christmas Vacation	Friday, December 17, 6:00 p.m. to Monday, January 3, 8:30 a.m.
Study Period	Saturday, January 8, through Tuesday, January 11
Final Examinations	Wednesday, January 12, through Thursday, January 20
Second Semester begins	Monday, January 24, 8:30 a.m.
Spring Vacation	Friday, March 18, 6:00 p.m. to Monday, March 28, 8:30 a.m.
Study Period	Saturday, May 7, through Wednesday, May 11
Final Examinations	Thursday, May 12, through Friday, May 20
Commencement	Sunday, May 22

Services and Auxiliary Activities

THE OFFICE OF EVALUATION SERVICES

This office prepares those studies and does that research which are needed from time to time in the evaluation of the College programs and its students. It also administers all programs of institutional testing such as the placement tests, exemption examinations, senior general examinations, Advanced Placement, credit by examination, and the like. Students who have questions about their programs or records in relation to these matters should clear them with this office.

HEALTH SERVICES

The health of students is a vital concern to the College. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the College physician, at the beginning of the College year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the College physician, the resident nurse has charge of all cases of illness in the College, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The College physician calls at the College at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care in Pittsburgh is available. The College infirmary has modern equipment and provides for isolation. See Medical Expenses — page 118.

As part of the services of the Dean of Students office, the College also provides psychological consultation through a clinical psychologist and a consulting psychiatrist.

PLACEMENT SERVICE

The College provides vocational information and advice to assist students in the choice of a career. Programs and field trips are planned periodically and interviews are arranged with prospective employers.

Help is offered to graduating seniors and alumnae in finding employment. For those who have registered with the Placement Service, the office prepares a set of credentials containing personal data, subjects studied at Chatham, faculty and employer references, and work history. These papers are kept on file and are sent to prospective employers on request. During the year, recruitors visit the campus to interview seniors who have expressed an interest in their particular fields of work.

In addition, summer and part-time job opportunities are made known to students in all classes. The Placement Service also maintains and makes available a small library of materials relative to employment opportunities in various careers and professions of particular interest to women.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced musical ability.

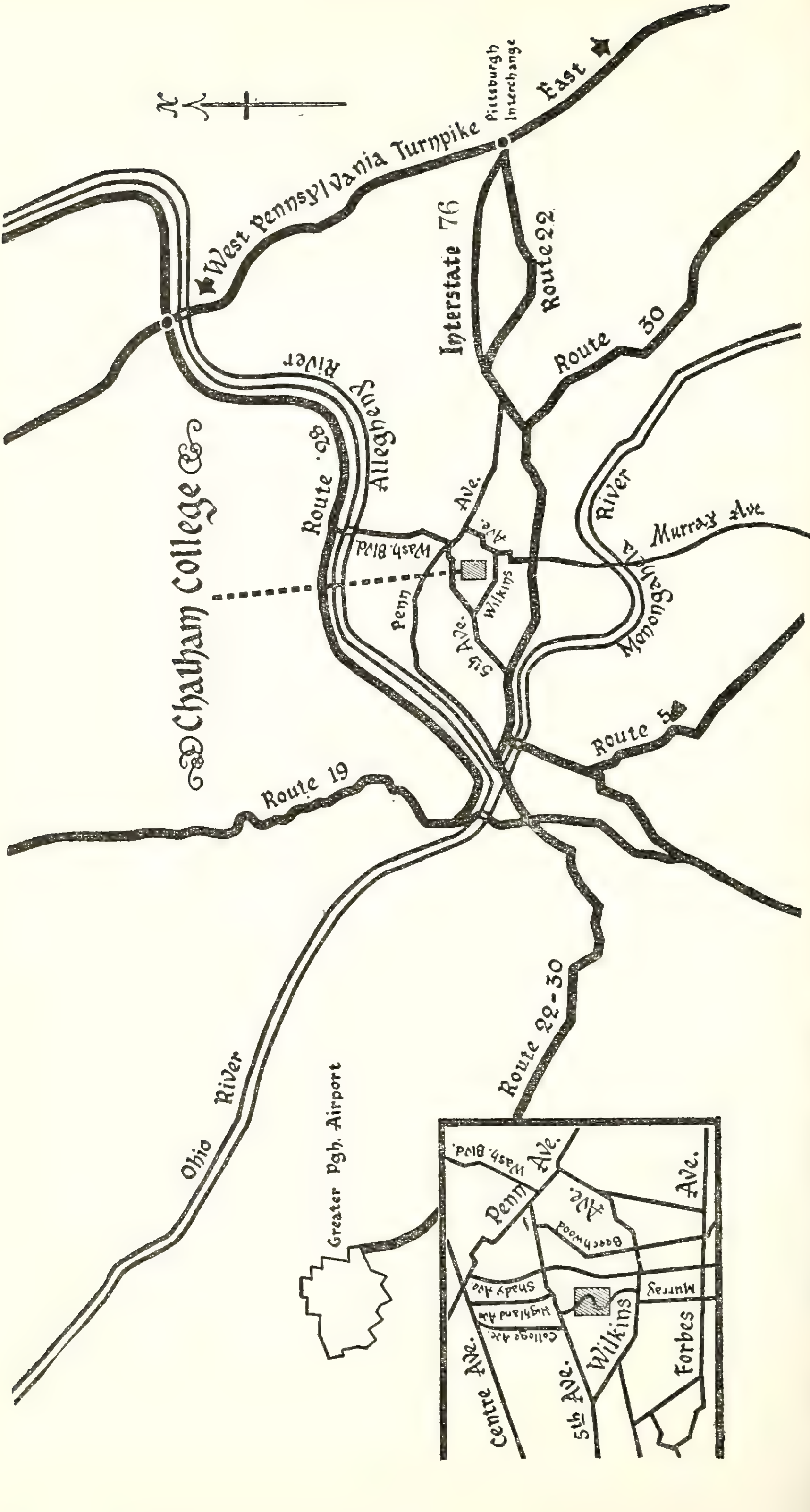
The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent music educators under the direction of Mihail Stolarevsky.

HOW TO GET TO CHATHAM COLLEGE

The College campus is within a twenty minute taxicab distance from downtown Pittsburgh and the railway stations, and approximately forty minutes from the airport. Approximately an hour should be allowed if visitors utilize the limousine service from the airport.

Driving to the campus from the east *and* west, it is advisable to exit the Pennsylvania Turnpike at the Pittsburgh Interchange #6 and follow Interstate 76 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after going through the Tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then immediately left onto Woodland Road. Chatham is located on Woodland Road.

When driving to the campus from downtown Pittsburgh or the airport the best route is the Penn-Lincoln Parkway (routes 22 and 30) East. Continue on the Parkway to Squirrel Hill Exit #8 (last exit before the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then immediately left onto Woodland Road. Chatham is located on Woodland Road.


Chatham College
N
West Pennsylvania Turnpike
Pittsburgh Interchange
East
Interstate 76
Route 22
Route 30
Allegheny River
Route 28
Wash. Blvd.
Penn Ave.
Ave.
Wilkins
5th Ave.
Murray Ave.
Monongahela River
Route 5
Route 19
Route 22-30
Ohio River
Greater Pgh. Airport
Wash. Blvd.
Penn Ave.
Ave.
Ave.
Beechwood
Shady Ave.
Highland Ave.
College Ave.
Murray
Wilkins
Forbes
Centre Ave.
5th Ave.

Chatham College

LEGACIES

Former students and all friends of Chatham College who are interested in developing and encouraging an outstanding program of liberal arts are invited to consider the College in the disposition of their estates by will.

FORM OF GENERAL BEQUEST

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of $__________________

FORM OF BEQUEST FOR ADDITION TO ENDOWMENT

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of $__________________ to be added to the General Endowment Funds of the College.

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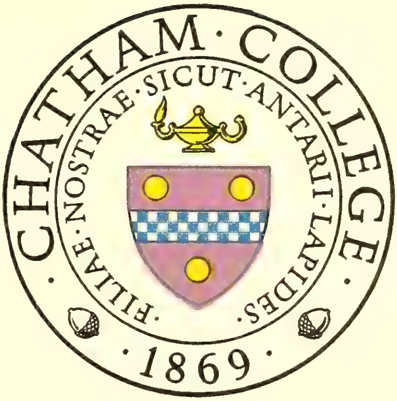

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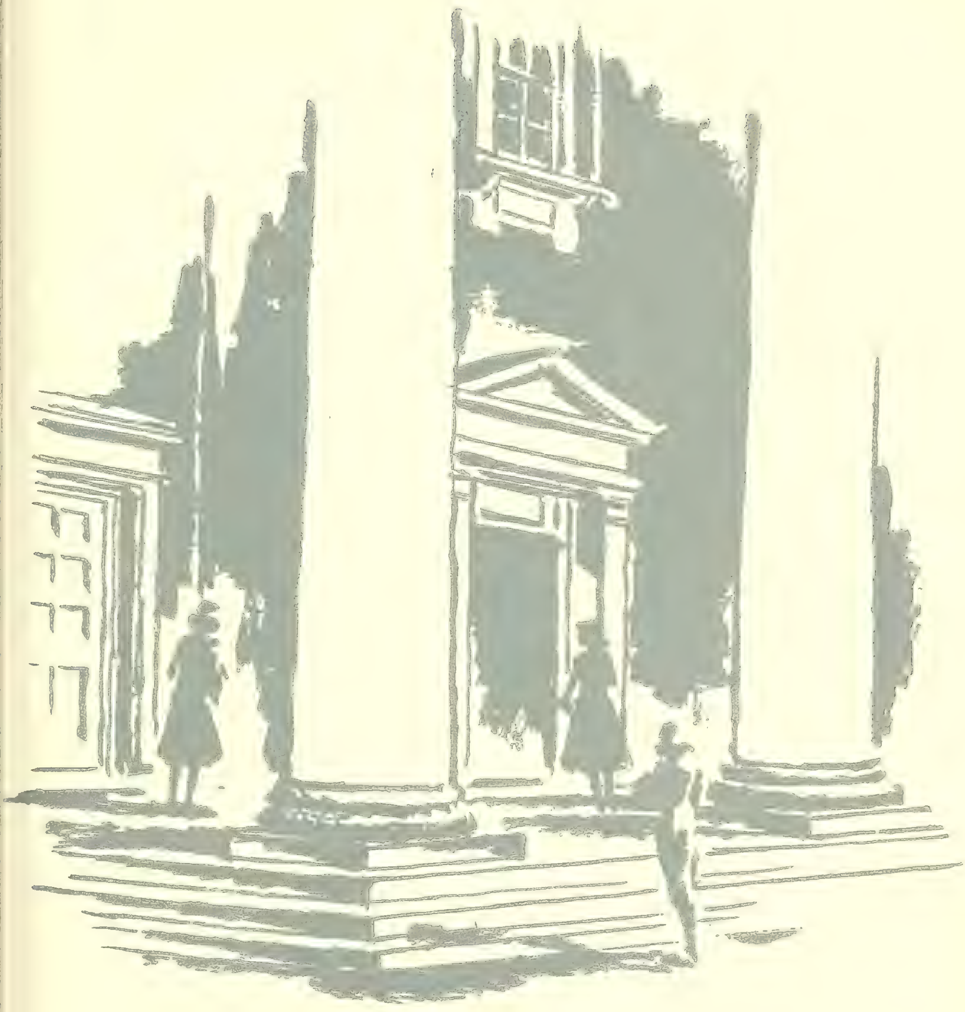

EDUCATIONAL PROGRAM

The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding, and with a readiness to adjust and act responsibly.

The liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The College program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes, and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities emphasized in the College program are these:

1. The ability to communicate: this involves reading, writing, listening, and speaking.

2. The ability to solve problems: this involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, presentation of valid conclusions, and the application of conclusions.
3. The ability to express oneself: this involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society:

1. Each individual is an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

There are socially constructive attitudes which hopefully emerge:

1. Consideration for the viewpoints of others, with freedom from racial, religious, or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative activities of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.
3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where common curricular goals are desirable. There are also spheres of knowledge where individual interests and talents should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential

materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities, and the world of values. Furthermore, the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic curriculum: basic education should be (1) comprehensive, (2) directive in emphasis, (3) correlated with specialized interests, (4) concerned with the development of social consciousness, (5) challenging to the further use of creative talent and (6) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

AREA I—MAN

CULTURE AND PERSONALITY. This is a three-hour course which ordinarily will be taken in the junior year. It includes an interdisciplinary examination of the contributions of the behavioral sciences, particularly psychology and anthropology, to an understanding of cultural values and the individual's acceptance of values.

AREA II—THE UNIVERSE

The purpose of a liberal education is to produce persons who are literate in terms of the culture in which they are to participate. A knowledge of the methods and concepts of science and their relationships to human life is particularly appropriate to a modern expression of the liberal ideal. A two-year requirement in science—astronomy, biology, chemistry, mathematical physics or psychology—is designed to provide an understanding of science as an integral part of the liberal arts experience.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense, but rather a course dealing with the problems and achievements of our cultural heritage.

THE AMERICAN POLITICAL PROCESS. This is a three-hour one semester course ordinarily taken in the sophomore year. In general, it involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision-making. More specifically, it centers on the study of political behavior within the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives and courts.

WORLD ISSUES. This is a three-hour one semester course which analyzes the dynamic forces in international politics. The general topics include social modernization, totalitarianism, the Communist countries, the Atlantic Alliance, the revolution in military technology, and the American response to the world.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a three-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry and music. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a program requiring an evaluation of recommended concerts, plays, novels, art exhibits and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

KNOWLEDGE AND VALUES. This is a unit of two three-hour courses, one in the sophomore year and another in the senior year. The unit is concerned primarily with problems raised by moral and religious experience and by man's desire for unity in his vision of existence.

ASIAN PHILOSOPHY. A three-hour semester course which may be taken in the senior year in place of the senior unit of Knowledge and Values. The course emphasizes the philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This may be accomplished either through a proficiency examination or course work. (See the College Language Requirement, pages 40 and 73).

ENGLISH REQUIREMENT. Because writing is best learned in subject matter content, the familiar freshman English course is not offered at Chatham. Instead, all freshmen, unless exempted by the department, are required to elect one of the following English courses: Content and Form in Contemporary Literature; the Dimensions of Poetry; Mythology, Epic and Ballad; or Advanced Exposition.

EFFECTIVE SPEECH. This is a three-hour, one semester course. It is correlated with basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four-semester requirement with electives in team sports, individual and dual sports, aquatics, and dance.

The above courses constitute the curriculum of basic education.* In the average student program, they total less than half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years.

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*Further description of these courses may be found on pages 45-48.

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations. Through the exemption examinations a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they have no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter should be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

To fulfill the requirement in concentration, the College offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community, or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

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*Further description of these majors may be found on pages 40 and 41.

One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors representing six hours of academic credit which will be reserved until the conclusion of the tutorial. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets regularly with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the College.

Chatham
College

THE COLLEGE

The College

THE PAST

Chatham College is the result of the efforts of many devoted men and women who have built and are building their lives into it. Its story begins with the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in establishing a college for women in Pittsburgh.

The year was 1869. Founded to offer an educational program to young ladies comparable to the finest offered young men, the College began as Pennsylvania Female College. In its early days it consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the College site. For many years, the College Catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a fullfledged college. The College offered courses in languages, both modern and ancient, English literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training.

From the opening day of the College, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building.

For nearly a score of years, the College consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to Pennsylvania College for Women, with the action to amend the charter being started through student petition to the Board of Trustees.

The College continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

In the following year, the resident students organized a student government program. This, in the form of the Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program, but in the spring of 1923 a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 the Louise C. Buhl Hall of Science. This hall was named in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions.

In the Lower Division, the student would acquire knowledge of the major fields of human thought. In the Upper Division, the student would concentrate in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty believed, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the College with the residence and grounds which had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the College saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall plus a new wing which included an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, and three new buildings to replace the original College buildings. Thus the College became one of the best equipped small colleges in the country.

Benedum Hall was given to the College by the Claude Worthington Benedum Foundation in 1960 in honor of Michael L. Benedum and Sarah Lantz Benedum. This structure, originally named Greystone, was the home of the Benedum family for nearly fifty years. Included in the gift were eight acres of property and Gateway House. In 1962-63 the College received through gift a large tract of land on Fifth Avenue and acquired through purchase the handsome home on Woodland Road now known as the newer Berry Hall, as well as Pelletreau Hall, a two-unit apartment structure on Fifth Avenue. In 1965 the College received as a gift the home of Julia and James Rea on Woodland Road.

Currently the College has an endowment of over eleven million dollars in market value.

In 1946, the foundation of the present curriculum was introduced, a development which placed Chatham among the pioneers in curricular progress in the post-war period.

The name Pennsylvania College for Women was changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

THE CAMPUS

Following the vision and purpose of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the advantage of being within a short distance of theatres, museums, libraries, the symphony hall, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of six hundred and fifty. The campus also has expanded to meet the growth of the College: there are now forty buildings on forty-seven acres of rolling, wooded grounds.

Dominating the Chatham landscape is the Chapel which seats seven hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played for ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, meditation chapel, a choir room, and offices.

Adjacent to the Chapel in the quadrangle of buildings is the James Laughlin Memorial Library which contains more than sixty-five thousand volumes. Like the Chapel and all buildings in this integral part of the campus, it is Georgian in architecture. The reading room, with its wide tables, individual lights, and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and reserve room, the historical room, seminar and private study rooms, and the microfilm room.

The Louise C. Buhl Hall of Science, which was completely renovated in 1966, has laboratories for the study of chemistry, biology, psychology, and physics, as well as the Earl K. Wallace Lecture Hall with facilities for the use of the latest audio-visual aids. The provision of individual laboratory areas permits assignment of a definite station to each upperclass student where she does all of her laboratory work. The Rachel Carson Memorial Reading Room on the lower floor has approximately four thousand books and journals. It honors one of Chatham's most distinguished alumnae.

A trio of buildings, dedicated in the spring of 1954, completes the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extracurricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore, a modern snack bar, and the language laboratory.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the ten dormitories. In this residence hall are single and double rooms, as well as suites of two rooms. Woodland also houses the College dining rooms. The dining hall is light and pleasant and has tables seating six, providing for a personal dinner atmosphere. Paintings from the College collection are on permanent display in the living and dining rooms.

Adjacent to Woodland is Dilworth Hall, a handsome red brick Georgian building housing sixty-six students and providing a suite for day students as well as an apartment for visiting scholars and lecturers. Separated from Dilworth by the Mellon orchard is the College infirmary, Lindsay Hall, which once was the home of the presidents of the College.

The grounds of Lindsay Hall are directly connected to the grounds of Andrew W. Mellon Hall, one time home of Andrew W. Mellon, industrialist and Secretary of the Treasury. Andrew W. Mellon Hall is a residence for forty-four students and contains bowling alleys and a tiled regulation-size swimming pool. Appropriate examples of painting and sculpture from the College collection, notably a large landscape by Corot, decorate the public rooms.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. This building has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road are the three and one-half acre recreation field and the Physical Education Center. This building includes a large gymnasium floor, seminar rooms, classrooms, dance studio, and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four all-weather tennis courts.

There are also facilities for picnics, and, in the cold weather, the Lodge (just off the playing field), with its large living room, open fireplace, and kitchenette, is an inviting place for informal gatherings.

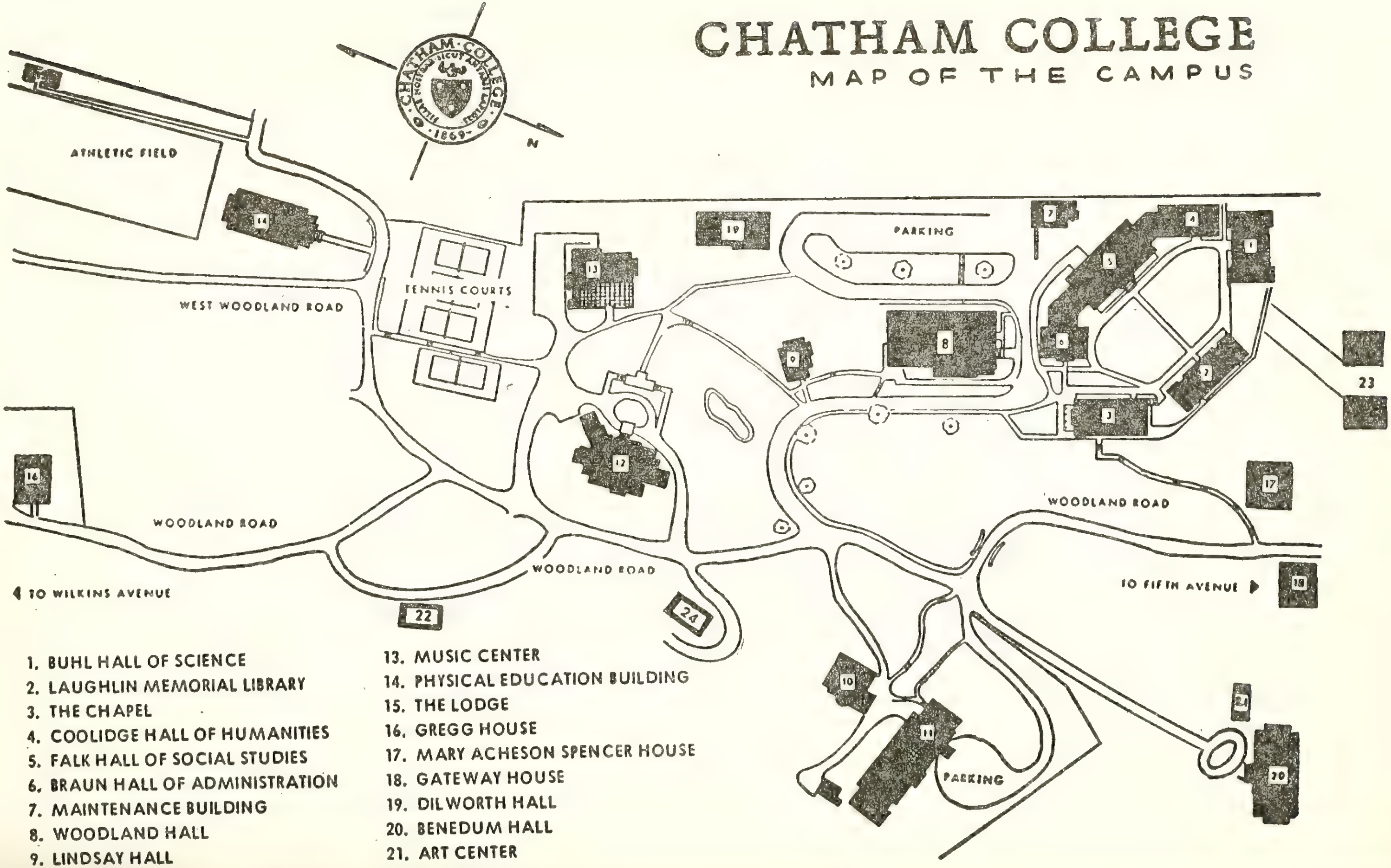
Towards Wilkins Avenue on Woodland Road are the handsome Berry Hall, residence for students, and Gregg House, home of the President of the College and his family.

On the hillsides opposite Woodland Hall are five residence halls. Fickes and Beatty Halls, together with the Julia and James Rea House, are characteristic of the homelike atmosphere which is one of the most appealing features of the Chatham residence halls.

Benedum Hall was once the home of oilman Michael L. Benedum. On the grounds of this estate is the Arts Studio, well supplied with natural light. Both of these buildings are situated high above Fifth Avenue and command an unequalled view of the city's Shadyside, East Liberty and Oakland districts. Terraced gardens connect the grounds of this estate with those of Gateway House, a fine example of American Gothic architecture.

Above Woodland Road from Gateway House is Mary Acheson Spencer House, the residence of the Executive Dean of the College. Down Fifth Avenue a short distance is Pelletreau Hall, a two-unit structure with thirty-nine student and faculty suites. Pelletreau Hall is connected to the main campus at the back of the Library by handsomely landscaped terraced steps. Faculty family residences extend up Murray Hill Avenue on one side of the campus.

CHATHAM COLLEGE
MAP OF THE CAMPUS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1. BUHL HALL OF SCIENCE
2. LAUGHLIN MEMORIAL LIBRARY
3. THE CHAPEL
4. COOLIDGE HALL OF HUMANITIES
5. FALK HALL OF SOCIAL STUDIES
6. BRAUN HALL OF ADMINISTRATION
7. MAINTENANCE BUILDING
8. WOODLAND HALL
9. LINDSAY HALL
10. BEATTY HALL
11. FICKES HALL
13. MUSIC CENTER
14. PHYSICAL EDUCATION BUILDING
15. THE LODGE
16. GREGG HOUSE
17. MARY ACHESON SPENCER HOUSE
18. GATEWAY HOUSE
19. DILWORTH HALL
20. BENEDUM HALL
21. ART CENTER
22. BERRY HALL
23. PELLETREAU HALL

THE COLLEGE COMMUNITY

The College community of seventy faculty and six hundred and fifty students drawn from many states and foreign countries provides a variety of experience and yet assures each student a distinctive place and individual consideration. Most of the classes at Chatham are small and the instruction is individualized. Half of the classes have no more than fifteen students enrolled, and the majority have no more than thirty. There is opportunity for seminar discussions and for numerous contacts with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students, and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. From the faculty comes a steady flow of significant books and scholarly articles. In its membership are artists, musicians, dramatists, and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

Phi Beta Kappa, the nation's oldest and best known scholastic honor society, consists of 166 chapters in leading American colleges and universities, with Chatham among them. Students are elected to membership on the basis of sound scholarship, the promise of future creative scholarship, and a minimum grade point average. Chatham's chapter of Phi Beta Kappa is known as Omicron of Pennsylvania.

The students at Chatham are selected for their intellectual curiosity, character, and achievement. Different nationalities are represented each year in the student body. In recent years there have been students from Argentina, Colombia, Egypt, France, India, Iran, Japan, Korea, Lebanon, Pakistan, Peru, Switzerland, and Thailand. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

At Chatham College an attempt is made to have all offerings contribute toward the total educational development of the student. The climate conducive for maximum personal development of each student stems from our faith in and devotion to the Honor Code. Every student, upon admission, automatically accepts the Chatham College Honor Code, a code of living which reflects mutual respect, loyalty to and trust in the College, and acknowledgment of her obligations not only toward herself but toward her fellow classmates and the broader society. The Code becomes a vital part of each student's daily life. It encourages every student to learn to assume increased responsibility and, in turn, to receive increased freedom.

The community spirit of honor pervades every aspect of campus life—personal relationships, social situations, and all areas of academic and intellectual development. Dominant characteristics of Chatham College are the spirit of unity, intellectual individuality, and friendliness which reflect personal integrity.

The College maintains a carefully planned advisory system. Faculty members serve as counselors to freshmen to advise them toward wise selection of their course work. When the student becomes a junior, one of the professors of her major field serves as her principal advisor, thus providing the student with the opportunity of establishing a closer student-faculty relationship at a more advanced level. Each residence hall has mature, responsible individuals or married couples serving as counselors. They meet regularly with student counselors and house officers to discuss residence hall planning and organization.

Residence hall life is an integral part of the total program of the College. Every effort is made to have student rooms and living rooms homelike and pleasant. Students whose parents live outside of Pittsburgh or outside of neighboring communities are required to live on campus. All students, whether resident or non-resident, may share in every College activity. Much of the social and activity program of the College centers in the residence halls where house dances as well as open houses are held at various times during the year. Non-resident students maintain their own organization centered around their five-room suite with living, bedroom, and kitchen facilities.

All student organizations have one or more faculty advisors chosen by the students. There are a number of faculty-student committees and organizations. Each class at Chatham elects a faculty advisor.

The all-student Recreation Association provides such activities as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, fencing, and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in softball, basketball, and hockey as well as to try out for the varsity which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Recreation Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The *Cornerstone* is the College annual, a pictorial and literary record of student life at the College; the weekly

newspaper, featuring current news of interest, is called *The Arrow. The Minor Bird* is an annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct, or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus, ensemble, and in Pittsburgh orchestra and choral groups.

Chatham College is non-denominational and welcomes students of all faiths.

The College believes that the development of spiritual and moral insight is an integral part of an educational experience. It has frequent inter-Protestant vesper services as well as weekly Episcopal communion and Roman Catholic Mass. The College has a chaplain who is available for religious counseling and who teaches courses in religion. Other activities in special seasons and throughout the year are available for further expression of religious interests, and the College's series of lectures on religious perspectives throughout the year brings noted speakers to the campus. Students are encouraged to attend churches of their choice in the Pittsburgh area.

SPECIAL PROGRAMS

The many cultural facilities of the city of Pittsburgh offer superior programs, concerts, lectures, and performances of a wide variety. Chatham College's public programs are planned to provide for the student what is not otherwise easily available in Pittsburgh. The hour from 11 to 11:50 every Tuesday and Thursday morning is reserved for these all-campus programs. In addition, evening programs are scheduled at regular intervals throughout the year.

Following are the special programs and series scheduled during the year at Chatham. Listed on pages 32, 33 and 34 are the lecturers, visitors and events presented during the academic year 1965-66.

THE CHATHAM VISITORS PROGRAM, first presented in 1963-64, is supported by a grant from the Laurel Foundation and provides an opportunity for conversations between men and women of high distinction in American life and the students and faculty of the College. Each Visitor lives on the campus during his stay of several days to a week and there is no formal lecture or schedule. The program is intended as a dialogue providing insights at the highest level.

ADVANCED DEVELOPMENTS IN THE CONTEMPORARY ARTS, an annual series made possible by funds from The Buhl and Heinz Endowments, encourages an understanding of modern man's attempts to express his concern for meaning.

THE PERSPECTIVES SERIES, featuring discussions by America's leading philosophers and theologians, is sponsored by The Vira I. Heinz Fund of The Pittsburgh Foundation.

THE NON-WESTERN PROGRAM examines in depth an area of the world with a culture and civilization not strictly in the Western tradition. A series of lectures are given by leading authorities from across the nation. Previous years' programs have focused on India and the Hindu World, Latin America, Sub-Saharan Africa, Southeast Asia, and the Soviet Union. China will be studied in 1966-67. Funds from The Buhl Endowment and the Frick Educational Commission help to make this program possible.

THE PRACTICAL POLITICS PROGRAM brings to the campus, for addresses and discussions, visiting government officials and authorities in political activity, including candidates for major offices. The program is aided by a gift from The Maurice and Laura Falk Foundation.

LECTURERS, VISITORS AND SPECIAL PROGRAMS AT CHATHAM COLLEGE

1965-66

Chatham Visitors

ALAN GUTTMACHER, geneticist and population expert

RUBY DEE, actress, and OSSIE DAVIS, playwright

PATRICIA BLAKE, specialist in Soviet literature

JAMES MACGREGOR BURNS, political scientist and author

B. F. SKINNER, psychologist and author

Programs in the Arts

NANCY WILLIAMS, mezzo soprano

JEAN ERDMAN in *The Coach with the Six Insides*

AN EVENING WITH RUBY DEE AND OSSIE DAVIS

HENRY SPINELLI, pianist

ROBERT CONANT AND INSTRUMENTAL ENSEMBLE, Program of Advanced Developments in Contemporary Music

RUSSELL WICHMANN, organist

YOTI LANE, *American Theatre and the Cultural Explosion*

ALIRIO DIAZ, classical guitarist

SUSAN BELLINK, soprano

PITTSBURGH PERCUSSION ENSEMBLE

CIRCLE IN THE SQUARE THEATRE in *The Trojan Women*

Special Lecturers

EDWARD J. MAGEE, Executive Director, Allegheny Conference on Community Development

ALBERT WILLIAM LEVI, Professor of Philosophy, Washington University

WING-TSIT CHAN, Professor of Chinese Culture and Civilization, Dartmouth College

THE HON. ROBERT S. MCNAMARA, Secretary of Defense of the United States

The Non-Western Program (Soviet Union)

PHILIP E. MOSELY, Director, European Institute, Columbia University

ROBERT C. TUCKER, Professor of Politics, Princeton University

MERLE FAINSOD, Director, Harvard University Libraries

PATRICIA BLAKE, Research Associate, Columbia University

GEORGE Z. F. BEREDAY, Professor of Comparative Education, Columbia University

HAROLD J. BERMAN, Professor of Law, Harvard University

HOLLAND HUNTER, Chairman, Department of Economics, Haverford College

PETER H. JUVILER, Associate Professor of Government and Associate, Russian Institute, Barnard College

MARSHALL D. SHULMAN, Professor of International Politics, Fletcher School of Law and Diplomacy, and Research Associate, Russian Research Center, Harvard University

WILLIAM E. GRIFFITH, Research Associate, Center for International Studies, Massachusetts Institute of Technology

LOUIS FISCHER, Institute for Advanced Study, Princeton University

The Perspective Series

R. JAMES KAUFMANN, Professor of History and English, University of Rochester

John D. Maguire, Assistant Professor of Religion, Wesleyan University

William Hamilton, Professor, Colgate-Rochester Divinity School

Langdon Gilkey, Professor, University of Chicago Divinity School

COOPERATIVE ARRANGEMENT WITH CARNEGIE INSTITUTE OF TECHNOLOGY

Chatham College and the Carnegie Institute of Technology sponsor a joint cooperative arrangement which allows students to enroll in certain classes at each other's institution without payment of additional fees.

The program operates under the following plan:

1. The cross-enrollment of students will be permitted only in courses not available at the student's own institution.

2. The approval of the responsible academic officers at both institutions will be required before a student from one college enrolls in courses at the other.

3. The student will register for the exchange course, pay tuition, and receive credit for the course at the institution in which he is enrolled. The credit he receives will apply toward his undergraduate degree.

THE ENVIRONS

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, in recent years, one of the most vital and progressive cities in the United States.

Over two billion dollars has been spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is fortunate to have the cultural facilities of such a city within minutes of the campus.

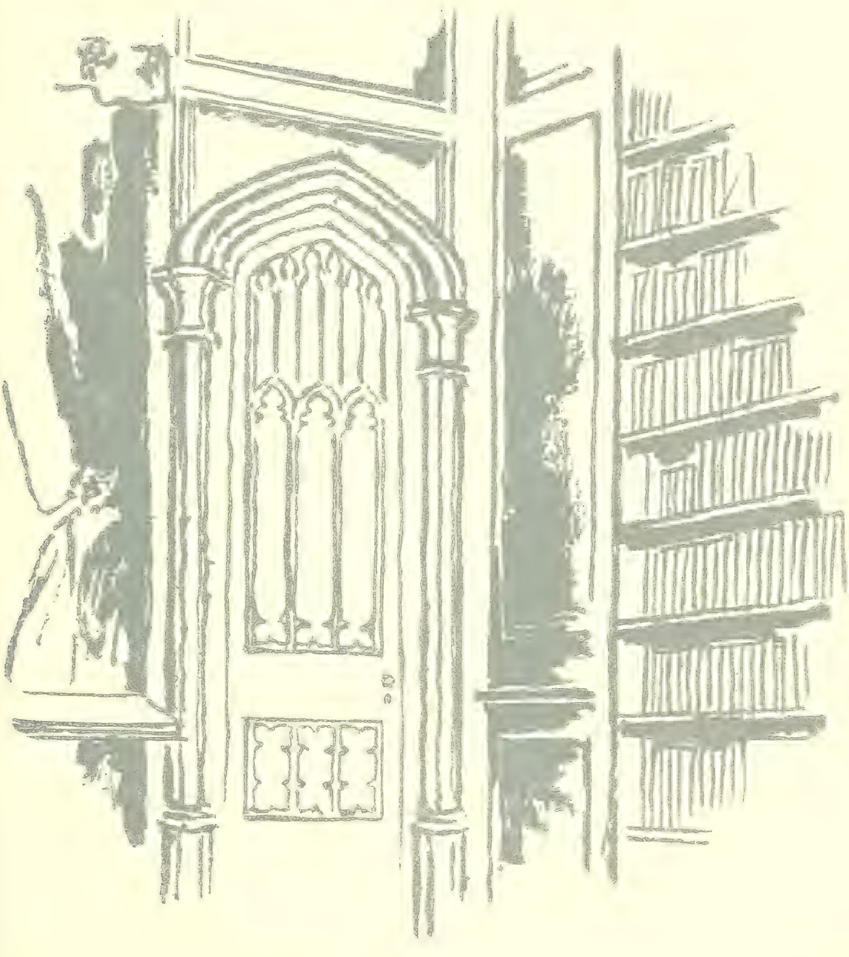
Sociology students work in city settlement houses; education students do student teaching in the surrounding schools; and choral students participate in concerts with the Pittsburgh Symphony Orchestra.

Most Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, the Chamber Music Society, and numerous other recital and concert series.

The International Exhibition of Contemporary Painting, sponsored every three years by the Carnegie Institute, is both world famous and highly influential in the art world. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.

Chatham students participate in volunteer service projects in Pittsburgh. Tutoring groups aid local high school teachers and principals, and students serve in hospitals, neighborhood centers, youth organizations, and in a wide variety of health and welfare organizations.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation are:

1. Basic Curriculum requirements, including Effective Speech, four units of Physical Education, and one of the following English courses: Content and Form in Contemporary Literature; The Dimensions of Poetry; Mythology, Epic, and Ballad; or Advanced Exposition (by department permission):*

   Social Sciences: Twelve hours of course work selected from the courses of the Basic Curriculum in the Social Sciences. Selection can be made from courses in the History of Western Civilization, The American Political Process, World Issues, and Culture and Personality.

   Humanities: Fifteen hours of course work including nine hours in The Arts course. The remaining six hours may be in Knowledge and Values or three in the sophomore Knowledge and Values and three in Asian Philosophy.

   Natural Sciences: Twelve hours of course work to be selected from year courses in the Basic Curriculum in the Natural Sciences. Selection can be made of two courses from the Basic courses in Biology, Astronomy, Chemistry, Mathematical Physics, and Psychology.

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*A student will be excused from any required course in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

2. The demonstration of a reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a tutorial in a major field.
5. The completion of 124 semester hours of credit.
6. The achievement of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

CHATHAM SCHOLARS

Outstanding students, selected by the Executive Dean at any time after the freshman year, may have the opportunity to develop especially designed programs. With the advice of their advisor certain Basic courses may be omitted.

DEGREES

The Degree of Bachelor of Arts

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

The Degree of Bachelor of Science

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See page 15.)

Field of the Major

Students meeting the requirements for admission to the junior class are accepted as majors in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology and anthropology, and Spanish—leading to the degree of Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Each department lists its major requirements at the beginning of the catalogue section presenting its courses. To the Basic Curriculum credit requirements and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An interdepartmental major is offered for the superior student who desires as comprehensive an academic program as possible. By cutting across departmental lines many combinations of courses are possible. A student electing this major may combine subjects with reference to individual interests and objectives.

An interdepartmental major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

HONORS

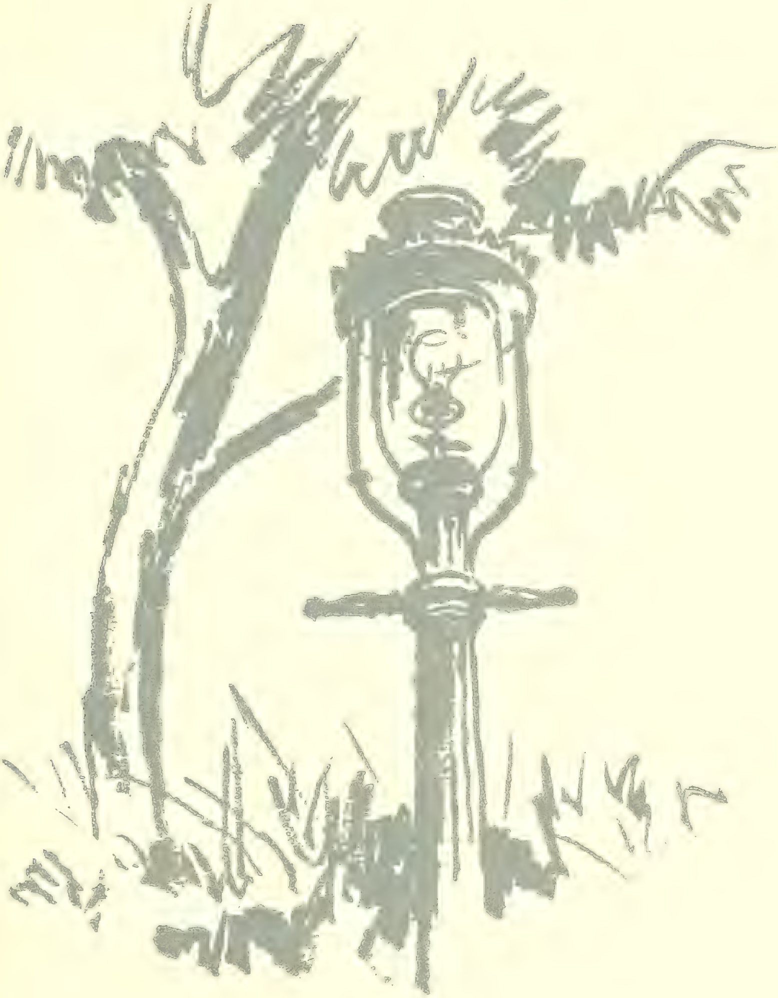
Honors are conferred annually and at Commencement as follows:

High Honors: a cumulative average of 3.75 or above
Honors: a cumulative average of 3.40 to 3.74

Selected upperclassmen are elected to the Omicron of Pennsylvania Chapter of Phi Beta Kappa annually. (See page 27.)

DEAN'S LIST

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.



DESCRIPTION OF COURSES

Description of Courses

BASIC CURRICULUM

AREA I

CULTURE AND PERSONALITY

105. An interdisciplinary examination of the relationships between human social and psychological life as revealed in a variety of materials of the behavioral sciences. The course will consider anthropology, sociology, and political science where these fields confront psychological issues and processes. Open to juniors and seniors; open to sophomores with permission. Three credits, second semester.

AREA II

NATURAL SCIENCES*

1-2. ASTRONOMY. An introduction to man's knowledge of the astronomical universe with emphasis on how this knowledge was obtained. The solar system, the Milky Way, and the Metagalaxy will be discussed. Current concepts of origin and evolution in the physical universe will be stressed. A visit to the Allegheny Observatory is included. Three recitations and a two-hour laboratory period weekly. Three credits each semester.

1-2. BIOLOGY. A study of the principles revealed by living organisms. Three recitations and a two-hour laboratory weekly. Three credits each semester.

1. CHEMISTRY. Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly. Three credits, first semester.

2. CHEMISTRY. Application of observations, hypotheses, theories, and laws to selected topics in chemistry important for informed citizenship in the modern world. A terminal course. Prerequisite: Chemistry 1. Three recitations and a two-hour laboratory weekly. Three credits, second semester.

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*In addition to the Basic Curriculum requirements a student may elect one or more semesters of a science with permission of the instructor.

Note: Chemistry 3 may be substituted for Chemistry 1, and Chemistry 4 may be substituted for Chemistry 2 in the Basic Curriculum. (See page 54 for description of these courses.)

1-2. ELEMENTARY MATHEMATICAL PHYSICS. An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Three lecture-discussion periods and a two-hour laboratory weekly. Three credits each semester.

1-2. PSYCHOLOGY. An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum weekly. Three credits each semester.

AREA III

Social Relationships

1, 2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations, and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester.

101. THE AMERICAN POLITICAL PROCESS. This is a three-hour course ordinarily taken in the sophomore year. In general, it involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision-making. More specifically, it centers on the study of political behavior with the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives and courts.

105. WORLD ISSUES. An analysis of the dynamic forces in international politics. The general topics include social modernization, totalitarianism, the Communist countries, the Atlantic Alliance, the revolution in military technology, and the American response to the world. Three credits either semester.

AREA IV

Aesthetic Achievements

THE ARTS. A three semester sequence in the humanities taken in the sophomore and junior years. The Arts builds upon the freshman course in History of Western Civilization and upon the sophomore philosophy course. Although the materials of the course are correlated, they include a semester of art history, a semester of music history, and a semester of literature (fiction, poetry, and drama).

The Arts emphasizes distinctions among the several arts and integrating social and aesthetic principles. An awareness of tradition is encouraged through the study of great works of the past, and this study is related, in turn, to the contemporary scene. A program of independent reading and critical reviews of concerts, plays, art exhibits, and dance recitals in the community helps the student to formulate critical standards and to develop a personal philosophy. One lecture and two seminars each week. Three credits each semester.

1. THE ARTS. Form and content: Elements of the various arts. Our heritage from "classical" art, as exemplified in works from Greek classicism and from re-interpretations of Greek and Roman classicism in the Renaissance and the seventeenth and eighteenth centuries.

101. THE ARTS. Our heritage from the Biblical tradition in the Middle Ages and the Renaissance. Growth of individualism in the arts. The development of realistic and impressionistic arts in the nineteenth century.

102. THE ARTS. Some major developments studied through major artists of the twentieth century.

AREA V

Organization of Experience

151, 152. PHILOSOPHY. KNOWLEDGE AND VALUES. Three hours in the sophomore and three hours in the senior year. A study of problems raised by moral and religious experience. The course requires the student to think critically about traditional views as well as her own values and to attempt a coherent view of her commitments.

151. Sophomore year. Three credits either semester.

152. Senior year. Three credits either semester.

153. ASIAN PHILOSOPHY. Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. See page 73.

ENGLISH REQUIREMENT. Because writing is best learned in subject matter content, the familiar freshman English course is not offered at Chatham. Instead, all freshmen, unless exempted by the department, are required to elect one of the following English courses: Content and Form in Contemporary Literature; the Dimensions of Poetry; Mythology, Epic and Ballad; or Advanced Exposition.

Help in maintaining basic college level literacy may be had through personal conferences with the member of the English Department currently serving as English Consultant. Students may apply directly to the Consultant or they may be referred by instructors in any department.

EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Speech materials are selected from subjects related to the curriculum and to the community. Required in the sophomore year. Three credits either semester.

PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are organized to develop skill and to provide recreational value in each activity throughout the year. One credit each semester.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen —as French 1-2—the course may not be entered second semester without permission and no credit is given for one semester's work. If the numbers of a year course are separated by a comma—as Art 3, 4—the course may be entered either semester and taken for credit.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The College reserves the right to withdraw any course which is not elected by a sufficient number of students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

Each student is required to complete a tutorial in her major field.

ART

Students majoring in art must take a minimum of thirty-four hours in the department including the tutorial in art. The Arts course is not considered part of the major. All students majoring in art will take Art 3, 4 and Art 121, 122. The student may then choose to complete her major in art with either of the following two programs.

PAINTING AND SCULPTURE

Twelve hours in one area: Art 5, 6, 7, 8, 17, 18 or Art 9, 10, 19, 20. It is expected that each major will be able to take six more hours in the alternate studio course and/or Art History.

ART HISTORY AND CRITICISM

Twelve more hours of Art History.

Electives in Philosophy 109 and Languages, particularly French and German, are recommended.

ART AND EDUCATION: Participation in a program combining the areas of Art and Education must be planned with the chairman of each of these departments.

3, 4. STUDIO ARTS. An exploration of three studio areas (basic drawing, printmaking, and painting). The course is designed as a one-year sequence of three parts. The first semester acquaints the student with drawing materials and leads to a segment of printmaking. The second semester continues the printmaking techniques and develops into an examination of painting fundamentals. Three credits each semester.

5, 6. DESIGN. A study of the structural principles of two-dimensional and three-dimensional design. The visual use of form, texture, and color relationship. A variety of basic media and materials will be used. Three credits each semester.

7, 8. DRAWING AND PAINTING. An introduction to the oil medium in problems involving still-life, landscape, figure painting, and subjects of the student's own initiation. Three credits each semester.

9, 10. DRAWING AND SCULPTURE. A study of sculptural elements through various problems in composition and in a variety of materials such as clay, stone, plaster, wood and metal. Drawing from the model is given regularly. Three credits each semester.

15. ADVANCED DESIGN. A study of printmaking and the special design requirements for the graphic media of woodblock, wood-engraving and etching. Three credits, first semester.

16. ADVANCED DESIGN. A study of ceramic form and design with instruction in throwing on the wheel as well as hand building. The techniques of glazing and firing are studied as an integral part of the course. Three credits, second semester.

17, 18. ADVANCED DRAWING AND PAINTING. While continuing the disciplines taught during the first year, the student will be expected to work more independently. The student will undertake the analysis of the composition and technique of an artist or artists that interest her. The choice of media will be enlarged to include watercolors and various tempera media. Three credits each semester.

19, 20. ADVANCED DRAWING AND SCULPTURE. The further understanding and control of modeling and carving. Included will be problems of casting and metal construction. Three credits each semester.

121-122. SURVEY OF THE HISTORY OF ART. An historical and analytical survey of Western Art from ancient times through the nineteenth century, including the areas of painting, sculpture and architecture. First semester serves as a prerequisite for second semester. Three credits each semester.

123. ANCIENT ART. A survey of art from the ancient world starting with the Minoan and Mycenaean Age and extending through the Greek and Roman periods. Three credits, first semester. Not offered 1966-67.

124. MEDIEVAL ART. Major developments in art of the early Christian, Byzantine, Romanesque and Gothic periods. Three credits, second semester. Not offered 1966-67.

125. PROBLEMS IN MODERN ART. Art from the Impressionist period to the present with emphasis upon the ideological conflicts and critical problems raised by modern movements. Three credits, second semester. Not offered 1966-67.

133. AMERICAN ART. Art in the United States from the Colonial period to our own time. The course centers on two problems: the orientation of American artists to European culture and the development of national attitudes. Three credits, first semester. Not offered 1966-67.

135. ITALIAN BAROQUE. The classical and realistic currents and their development in Rome as seen in religious painting, sculpture and architecture. Three credits, first semester.

136. FRENCH AND SPANISH BAROQUE. The translation of these currents into the art of France and Spain, with attention given both to major and minor figures of the time. Three credits, second semester.

137, 138. ITALIAN RENAISSANCE ART. A survey of the art of Italy from Giotto to Tintoretto. The first semester will trace the development of painting from Giotto through the fifteenth century. The second semester will deal with the High Renaissance and the Mannerists. Three credits each semester. Not offered 1966-67.

141, 142. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. The course may be taken only with the permission of the chairman of the department. Two or three credits each semester.

203-204. TUTORIAL. The art major choosing the area of Art History will do a research paper in the history and criticism of art, while the student focusing on painting or sculpture will develop a studio project which will culminate in a limited exhibition of her work.

BIOLOGY

Biology 1-2 is required of all majors and is a prerequisite for all other biology courses. Additional requirements for the A.B. degree in biology are Chemistry 1 and 4, to be completed before the senior year, and twenty-six additional hours in biology including six hours of tutorial. Mathematics 10 is strongly recommended. Students who take certain additional courses in chemistry and physics or mathematics receive the B.S. degree in biology.

1-2. BIOLOGY. See Basic Curriculum, page 45.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles, and ecology of the invertebrate animals. Two lectures and four hours of laboratory. Four credits, first semester.

8. COMPARATIVE CHORDATE ANATOMY. A study of the chordate body form in terms of how evolutionary changes, functional adaptations and morphological modifications have determined its structure. Two lectures and four hours of laboratory. Four credits, first semester. Not offered 1966-67.

101. GENERAL MICROBIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology and distribution. Prerequisite: Chemistry 1 or 3 and 4. Two lectures and four hours of laboratory. Four credits, first semester. Not offered 1966-67.

107. HISTOLOGY. A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Two lectures and four hours of laboratory. Four credits, first semester.

109. GENETICS. A study of the principles of inheritance in plants and animals. Recommended prerequisite: Mathematics 10. Three lectures and two hours of laboratory. Three or four credits (biology majors must take four credits). Second semester.

110. COMPARATIVE AND EXPERIMENTAL EMBRYOLOGY. A study of the normal developmental processes and experiments useful in elucidating mechanisms controlling morphogenesis. Two lectures and four hours of laboratory. Not offered 1966-67.

111. BIOLOGICAL TECHNIQUES. An introduction to current research methodology in the biological sciences. Two lectures and four hours of laboratory. Four credits, second semester.

114. ANIMAL PHYSIOLOGY. A study of the functioning of cells, tissues, and organ systems of animals. Prerequisite: Chemistry 1 or 3. Two lectures and four hours of laboratory. Four credits, second semester. Not offered 1966-67.

115. ECOLOGY. A study of the interrelation between organisms and their environment. Two lectures and four hours of either laboratory or field work. Four credits, second semester. Not offered 1966-67.

121. BOTANY. The morphology, taxonomy and evolution of plants. Two lectures and four hours of laboratory. Four credits, second semester.

122. PLANT PHYSIOLOGY. The physiological and chemical reactions of plants in relation to the environment. Two lectures and four hours of laboratory. Prerequisite: Biology 121. Four credits, first semester. Not offered 1966-67.

126. PHYSIOLOGICAL PSYCHOLOGY. An examination of the science of bodily functions with special emphasis on the physiological basis of behavior. This course will give the student a fundamental knowledge of the neural and physiological processes and their relationship to the organism's adjustment to its environment. Prerequisite: Biology 1 or Psychology 1-2. Three credits, first semester.

130. SPECIAL TOPICS: THE BIOLOGY OF DISEASE. Lectures and laboratories illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy and public health. Recommended prerequisites are Biology 101 and 109. Four credits, first semester.

141, 142. INDEPENDENT STUDIES. For the exceptional student who has suitable preparation, an opportunity to study the subject matter of a course not regularly offered. Weekly conferences with the instructor. Three credits each semester.

201-202. TUTORIAL. Required of juniors majoring in biology. Discussions and consultations in preparation for Biology 203-204. One hour each semester.

203-204. TUTORIAL. Two hours each semester.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry 1 or 3, Chemistry 4, 105, 106, 107, 109-110, Mathematical-Physics 1-2, Mathematical-Physics 121-122 and Chemistry Tutorial 201-202, 203-204. Chemistry 108, 111, and 112 are optional.

Candidates for the B.S. degree in chemistry will take Chemistry 1 or 3, Chemistry 4, 105, 106, 107, 109-110, 111, 112, Mathematical-Physics 1-2, Mathematical-Physics 121-122, four semesters of German, and Chemistry Tutorial 201-202, 203-204.

1-2. CHEMISTRY, See Basic Curriculum, page 45.

3. STRUCTURAL CHEMISTRY. An introduction to modern chemistry emphasizing atomic, molecular, and solid state structures.* Admission by examination and/or departmental approval. Three lectures and three hours of laboratory. Three credits, first semester.

4. ELEMENTARY ANALYTICAL CHEMISTRY. Theory and practice of gravimetric and volumetric analysis with an introduction to inorganic qualitative analysis. Prerequisite: Chemistry 1 or 3. Three lectures and six hours of laboratory. Four credits, second semester.

105. ORGANIC CHEMISTRY. A study of the preparations, reactions, and properties of the common classes of aliphatic and aromatic compounds. Prerequisite: Chemistry 4. Three lectures and six hours of laboratory. Four credits, first semester.

106. ORGANIC CHEMISTRY. Reaction mechanisms and other theoretical aspects of the subject. Prerequisite: Chemistry 105. Three lectures and six hours of laboratory. Four credits, second semester.

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*This course can be substituted for Chemistry B-1.

107. ADVANCED ANALYTICAL CHEMISTRY. Primary emphasis on theory and practice of optical and electrical methods of analysis. Limited discussion of modern methods of qualitative analysis, modern separation techniques, and applications of statistics in chemical analysis. Prerequisite: Chemistry 106, Chemistry 109; corequisite: Chemistry 110. Three lectures and six hours of laboratory. Four credits, second semester.

108. BIOCHEMISTRY. Study of carbohydrates, lipids, proteins, and animal metabolic processes. Prerequisite: Chemistry 105. Three lectures and six hours of laboratory. Four credits, second semester.

109-110. PHYSICAL CHEMISTRY. Properties of gases, liquids, solids, and solutions; thermochemistry; chemical kinetics; electrochemistry and atomic theory. Prerequisite: Chemistry 4 and Mathematical-Physics 121-122. Two lectures, one recitation, and three hours of laboratory. Four credits each semester.

111. ADVANCED INORGANIC CHEMISTRY. Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from the various classes of inorganic compounds of current interest. Prerequisite: Chemistry 110. Three lectures. Three credits, first semester.

112. ORGANIC ANALYSIS. Systematic study of identification of pure organic compounds, involving a review of organic reactions, and their application as tests for the presence of various groups. Instrumental methods are included. Prerequisite: Chemistry 106 and Chemistry 110. Two lectures and six hours of laboratory. Four credits, first semester.

113. INORGANIC CHEMISTRY. Similar to Chemistry 111, but with greater emphasis on descriptive inorganic chemistry. Prerequisite: Chemistry 106. Three lectures. Three credits, first semester. 1966-67 only.

141, 142. INDEPENDENT STUDIES. For the exceptional student, an opportunity to study the subject matter of a course not regularly included. Weekly conferences with the instructor. Prerequisite: Chemistry 106 and the permission of the department. Three credits each semester.

201-202. TUTORIAL. Required of all juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One hour each semester.

203-204. TUTORIAL. Eight hours of laboratory each semester. Two credits each semester.

DRAMA AND SPEECH

Students majoring in drama and speech are expected to take a minimum of thirty hours in the department including Drama 3, 4 and Drama 120, 121; Speech 10; Drama 5-6 or 101-102; Drama 103, 104 or 107, 108, 110, and the tutorial. Effective Speech is not considered part of the major.

Drama

3, 4. INTRODUCTION TO DRAMA. First Semester: A study of the meaning of the development of drama with focus on the play as theatre. Second Semester: An introduction to the principles of acting, directing, make-up, costume, and stage lighting. Students participate in play production. Open to freshman students. Three credits each semester.

5-6. ACTING. Study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Open to freshman students with permission of the instructor. Three credits.

101-102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theatre-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3, 4. Three credits each semester. Not offered 1966-67.

103, 104. DRAMATIC CRITICISM. The theory, practice, and history of selected dramatic criticism; play reading, play going, analysis, and critical writing. Three credits each semester. Not offered 1966-67.

107, 108. EARLY EUROPEAN DRAMA; MODERN EUROPEAN DRAMA. Advanced studies in the development of the drama from the classical to the contemporary period. Significant plays will be considered in relation to the theatrical and cultural conditions in which they originated and the permanent ideas they express. Three credits each semester.

110. AMERICAN DRAMA. The backgrounds of modern American Drama and the evolution of an American style in theatre arts. Emphasis will be upon the development of drama since 1918. Three credits, first semester.

120, 121. THEATRE WORKSHOP. Oriented around college productions. One hour weekly meetings for lecture or demonstration until the month of production when students participate in mounting the production on stage. One-half credit each semester.

141, 142. INDEPENDENT STUDIES. Three credits each semester.

203-204. TUTORIAL.

Speech

See EFFECTIVE SPEECH under Basic Curriculum, page 48.

10. ADVANCED SPEECH. Further work in Speech for students who have exempted Speech 1 or who wish to continue Speech after Speech 1. Panel discussion, debate, and individual speeches will be used to help the student toward a personal, persuasive style of delivery. Three credits, second semester.

ECONOMICS

Students majoring in economics are required to take the following courses: Economics 103, 104, six hours; Economics 119, 120, six hours; and the tutorial, six hours. In addition the major must take four from among the following courses: Economics 109, 111, 113, 114, 122, 133, 141, 142. An economics major has the opportunity to take certain economics courses at Carnegie Institute of Technology but may do so only with the permission of the department and the Executive Dean. Those courses at Carnegie Tech available to the Chatham economics student are: Economics of the Business Firm, Economic Growth and Fluctuations in America, Workers and Unions in the American Economy, and Psychological Foundations of Industrial Behavior.

It will be noted that the economics course offerings fall into two general areas: domestic American economics and those courses relating to international economics. A student may focus in one or the other of these areas or take courses in both.

All students majoring in economics who intend to pursue graduate study in the field are required to take Mathematics 5 and/or Mathematics 10. Other economics majors not intending to do graduate work in economics are urged, but not required, to take the above mathematics courses.

In addition to securing an economics major by taking courses only at Chatham or by taking a combination of courses at Chatham and Carnegie Tech, it is possible to combine political science and economics in an interdepartmental major in political economics. There is increasing need for individuals with a background and facility in those problems and areas which concern both the economic and political institutions and processes of society.

103. THE AMERICAN ECONOMIC SYSTEM: MACROECONOMICS. The study of the development and the characteristics of the contemporary American economy. An analysis of significant concepts and principles influencing production, income, business cycles, investment, taxation, economic growth and governmental policies. Three credits, first semester.

104. THE AMERICAN ECONOMIC SYSTEM: MICROECONOMICS. Emphasis is placed on the basic factors acting upon the producer and the consumer and the influence of these factors upon the economy. Includes the study of supply and demand, prices, types of markets, distribution, factor earnings (rent, interest, profits, wages) and government policy in relation to business, agriculture and labor. Three credits, first semester.

109. MONEY AND BANKING. The study of systems of currency, credit, types of banks, monetary and credit policy, and systems of central banking. The Federal Reserve System: its organization and the

methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization, and its economic and social significance. Three credits, second semester. Not offered 1966-67.

111. MANPOWER ECONOMICS. A study of the labor supply and its relation to the economy. Particular attention is given to the union movement and labor legislation. Prerequisite: Economics 103 or permission of the instructor. Three credits, second semester. Not offered 1966-67.

113. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester.

114. INTERNATIONAL ECONOMICS. An analysis and history of international trade. An examination of the international monetary system and the role of tariffs and subsidies, capital movements and exchange control. Attention will be given to recent developments such as the European Common Market and the dollar problem. Prerequisite: Economics 103. Three credits, first semester.

119, 120. HISTORY AND PHILOSOPHY OF ECONOMIC THOUGHT. The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester. Not offered 1966-67.

122. THE ECONOMICS OF UNDERDEVELOPED COUNTRIES. The special economic problems of underdeveloped areas and their efforts to promote economic growth. A study of the general structure, natural resources, national income, agriculture and marketing, money and banking, industrialization and problems of capital formation and the need for planned growth with stability. Reference will be made to the role of developed nations in assisting backward nations. Non-economic factors will also be examined insofar as they affect economic growth. Prerequisite: Economics 103 and/or permission of the instructor. Three credits, second semester.

133. SEMINAR: GOVERNMENT AND THE ECONOMY (Identical with Political Science 133). An analysis of the major theoretical works in the fields of economics, political science and sociology dealing with the interrelationships between the government and the economy. Special attention will be devoted to the formulation and implementation of governmental policies in relation to business, labor, agriculture, and social welfare in the period 1933 to the present. Three credits, second semester. Not offered 1966-67.

141, 142. INDEPENDENT STUDIES. Three credits each semester. With the permission of the Economics Faculty.

203-204. TUTORIAL.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary or elementary school certification when they satisfactorily complete the specific requirements of that state and the college major subject requirements for the bachelor of arts degree. All education students are required to take the National Teacher Examinations in their senior year.

The required professional course sequence for the secondary level includes Education 181, 182, 189, 190, 197, and 199 and Mathematics 5, 10 or an appropriate mathematics course. The required professional course sequence for the elementary level includes Education 181, 186, 187, 188, 195, and 198. Students preparing to teach on the elementary level are also required to take Mathematics 5 and acquire basic music skills if they do not already possess them. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching at either the elementary or secondary level.

181. INTRODUCTION TO EDUCATION. The American school system; its historic and philosophic antecedents; its growth and development within the American milieu; its potential and future. The teaching profession and the importance of the role of the teacher in American society. Comparative education; educational thought and practices in selected foreign countries as contrasted with education in the United States. Prerequisite to all education courses. Three credits, first semester.

182. PRINCIPLES OF SECONDARY EDUCATION. The American high school—urban and suburban. Goals of the curriculum and their reflection of changes in educational philosophy. The academic disciplines; their present role and apparent future goals. The adolescent; his characteristics and implications for the high school teacher. Guided observation in local schools reinforces on a practical level the theoretical considerations of the course. Three credits, first semester.

186. TEACHING OF READING AND THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. The nature and function of language as it relates to learning; classroom organizational patterns, materials, approaches, methods and specific techniques for the teaching of listening, speaking, reading, and writing; interrelationships of the language arts and the total curriculum, kindergarten through grade eight. Three credits, second semester.

20. MUSIC SKILLS WORKSHOP FOR ELEMENTARY TEACHERS. Instruction in the fundamental music skills — reading music, playing and singing simple melodies, using basic rhythm patterns, and learning to listen to music acutely. An exemption examination may be taken by a student who can demonstrate her abilities with the above skills. No credit, second semester.

187. TEACHING OF SOCIAL STUDIES, CHILDREN'S LITERATURE, MUSIC, AND ART IN THE ELEMENTARY SCHOOL. Materials, methods, techniques for the organization and teaching of the social studies program; content and guidance of the programs in children's literature, music, and art; correlation of language arts, social studies, and fine arts. Prerequisite: Education 186 and basic music skills. Three credits, first semester.

188. TEACHING OF ARITHMETIC AND SCIENCE IN THE ELEMENTARY SCHOOL. Curriculum, materials, methods and

specific techniques for the teaching of arithmetic, modern mathematics and science; content selection and arrangement; relationships of science and mathematics with attention to development of exact thinking, concepts, problem solving, and discovery methods. Prerequisite: Education 186, Mathematics 5. Three credits, second semester.

189. TEACHING OF READING IN THE SECONDARY SCHOOL ACADEMIC SUBJECTS. An overview of the elementary reading program as a base for understanding and improving techniques for developing skills applicable to the secondary student. Major emphasis upon readiness, comprehension, vocabulary development, silent reading, and oral reading through secondary academic subjects. Three credits, second semester.

190. GENERAL AND SPECIFIC TEACHING METHODS FOR THE SECONDARY LEVEL. General concern with the principles of effective teaching and learning techniques for individualization of instruction, motivation, evaluation of individual goal achievement, handling extra-class responsibilities, and fostering mental health in the classroom. Observation and practical experience in working with adolescents on an informal basis are arranged. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Three credits, second semester.

195. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observation and teaching on the elementary level in a public school, under the guidance of an experienced teacher and a staff member of the Education Department. Conferences and critiques with cooperating teacher, principal, education department staff member, and academic professors when appropriate. Registration by application. Six credits, first semester.

197. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the secondary level in a public school. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, education department staff member, and the academic major professor. Registration by application. Six credits, first semester.

198. SENIOR SEMINAR FOR ELEMENTARY STUDENT TEACHERS. Exploration and analysis of specific problems encountered in student teaching; synthesis of materials and methods related to total school curriculum; relationships of measurement, evaluation, observation to identify instructional needs and evaluation of pupil performance. Three credits, first semester.

199. SENIOR SEMINAR FOR SECONDARY STUDENT TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically, and sociologically, based upon the practical experience and observation received from student teaching. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. Three credits each semester. With the permission of the Education Faculty.

203-204. TUTORIAL. Major field.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. The minimum requirement includes English 101, 111, 121 and one semester of Advanced Writing (131, 133, 134 or 135), one semester of Shakespeare, and one semester of Major American Writers. English majors should scrupulously observe all prerequisites.

4. CONTENT AND FORM IN CONTEMPORARY LITERATURE. Significant twentieth century fiction is selected to introduce the student to principles of literary criticism, with emphasis on close reading and on the ways in which the elements of fiction can be used. For freshmen only. Three credits, either semester.

5. THE DIMENSIONS OF POETRY. An exploration of the nature and variety of poetry and poetic forms: poems in English, past and present, studied for the relation between the quality of the poem and the techniques of poetry used. The course will emphasize the understanding, enjoyment, and evaluation of poetry. Open to freshmen and sophomores. Three credits, either semester.

101. ENGLISH LITERATURE FROM ITS BEGINNINGS TO 1616. Significant works in England, together with Continental influences upon them, from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Primarily for sophomores, but second semester section open to freshmen by permission of the instructor. Three credits, either semester.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore. Ovid's *Metamorphoses, The Iliad,* and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Open to all classes. Three credits, first semester.

104. CHAUCER. *The Canterbury Tales, Troilus and Criseyde,* and the minor poems, with attention to English culture of the Medieval period. Prerequisite: English 101, or permission of the instructor. Three credits, second semester.

105, 106. SHAKESPEARE. First semester, the major comedies and historical plays and sonnets; second semester, the major tragedies. Primarily for juniors and seniors. (English majors should have had English 101.) Three credits each semester.

111. ENGLISH LITERATURE FROM MILTON TO THE ROMANTICS. Significant works in the development of English literature from Milton through Blake. Representative poetry, prose, and drama of the seventeenth and eighteenth centuries. Primarily for sophomores. Three credits, first semester.

113. MILTON AND THE METAPHYSICAL POETS. Lyric and reflective poetry of Donne and his followers, and the poetry and selected prose of Milton, with emphasis on the interplay of science and religion in the thought of these poets. Prerequisite: English 101 or English 103, and English 111, or permission of the instructor. Three credits. Not offered 1966-67.

115. THE EIGHTEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Richardson to Scott. Three credits, second semester.

121. ENGLISH LITERATURE, 1800-1900. Works representative of important cultural developments from Wordsworth to Shaw. Three credits, first semester.

123. NINETEENTH CENTURY ENGLISH POETS. Chief poets of the Romantic and Victorian eras. Prerequisite: English 121, or permission of the instructor. Three credits, second semester.

124. THE NINETEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Dickens to Butler. Three credits, second semester. Not offered 1966-67.

125, 126. MAJOR AMERICAN WRITERS. First semester: from the Colonial period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Second semester: from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, and Frost. Prerequisite: English 121, or permission of the instructor. Three credits each semester.

128. TWENTIETH CENTURY WRITERS. *Section A.* For English majors. A close reading of Yeats, Eliot, Joyce, and Faulkner. *Section B.* For non-majors. Readings in selected contemporary British and American writers. Three credits, either semester.

131. ADVANCED EXPOSITION. Emphasis upon diction, usage, and sentence structure; and on the organization of longer writings. Open to freshmen by permission of the department. Three credits, either semester.

133, 134. CREATIVE WRITING. Composition of fiction and poetry for students with a serious interest in these forms. Writing problems will be designed to help the student learn control of the elements of the composition of poetry and fiction. *Poetry first semester; fiction second semester.* Not open to freshmen. Three credits each semester.

135. LITERARY CRITICISM. Fundamental principles for judging literature, from Plato and Aristotle to the present. Related study of appropriate literary works and the writing of original papers as illustration of critical principles. Open to junior and senior majors only. Three credits, first semester.

152. SEMINAR. Advanced, largely independent studies in a particular problem in literature. A different problem and a different instructor each year. In 1966-67, this seminar will be studies in Donne: The Place and Reputation of John Donne's Poetry in English Literary History and Criticism. Open to qualified junior and senior majors only by permission of the Department. Prerequisites: English 101 and either English 135 or some other course in which poetry has played a significant part. Three credits, second semester.

203-204. TUTORIAL.

FRENCH

See Modern Languages page 74.

GERMAN

See Modern Languages page 75.

GREEK

1-2. BEGINNING GREEK. Grammar, composition, and selected readings from the classics. Open to all students. Three credits each semester. (Not offered on a regular basis.)

3, 4. INTERMEDIATE GREEK. Xenophon: *Anabasis*; Plato: *Apologia, Crito,* and *Phaedo*. Selected readings in Greek historical and philosophical writing. Review of grammar and composition. Three credits each semester. (Not offered on a regular basis.)

HISTORY

Students majoring in history are required to take a minimum of three year-courses in the department (exclusive of History of Western Civilization) plus one semester of historiography and the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval History, and Modern European History.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended. Students planning to take graduate work in history should be aware of the fact that a reading knowledge of the French and German languages is required of most candidates for an advanced degree in the better postgraduate institutions.

All advanced courses in the department unless otherwise indicated are open to upperclassmen, and to freshmen after consultation with the instructor.

1, 2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 46.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the Ancient Near East; origins of science, religion, and law; the philosophic enterprise and political development of the Greeks; arts and archaeology of the period. Three credits, first semester. Not offered 1966-67.

102. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late-antique world, including its art and archaeology. Three credits, second semester.

111. HISTORY OF THE EARLIER MIDDLE AGES. Background in the patristic period; decline of Roman institutions; influx of new peoples and the formation of a feudal society; the Church and its influence; learning, literature, and the arts of the period. Three credits, second semester.

112. HISTORY OF THE LATER MIDDLE AGES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflicts between church and state; learning, literature and arts of the period. Three credits, second semester. Not offered 1966-67.

113. HISTORY OF EUROPE FROM 1300 TO 1600. A survey of developments in Europe in the Age of the Renaissance and Reformation. The origin of Renaissance trends in the late Middle Ages; Humanists and Humanism: demands and attempts at Reform; historiographical

problems; the relationship of Renaissance and Reformation. Three credits, first semester.

114. HISTORY OF EUROPE FROM 1648 TO 1815. A survey of the beginnings of the democratic movement in England, the Age of Enlightenment, the rise of Prussia and Russia, the French Revolution and the Napoleonic period. Three credits, second semester.

121. NINETEENTH CENTURY EUROPE. The conflicting forces of conservatism, liberalism, nationalism, socialism, and imperialism from the Congress of Vienna (1815) to the First World War (1914). While the accent is on political history, due consideration is also given to social, economic, cultural, and intellectual developments. Three credits, first semester.

122. TWENTIETH CENTURY EUROPE. The First World War (1914-1918) and the peace settlement. Domestic and international developments of the interwar period; the struggle between democracy and tyranny. The Second World War (1939-1945) and the postwar era; changes in the political and social structure of the Continent. Three credits, second semester.

131. HISTORY OF EARLY MODERN BRITAIN. The historic growth of characteristic British institutions and culture from the origins through the seventeenth century. Major attention is given to developments in the Tudor and Stuart eras, with appropriate emphasis on social, economic, intellectual and political change. Three credits, first semester. Not offered 1966-67.

132. HISTORY OF MODERN BRITAIN. The continuing development of British institutions and culture from 1714 to the present. Domestic political reform, economic and social change, and intellectual movements are emphasized. The conclusion evaluates Britain's adjustment to conditions in the modern world, and her role in contemporary civilization. Three credits, second semester. Not offered 1966-67.

133. HISTORY OF THE BRITISH EMPIRE TO 1783. Beginning with exploration, acquisition and settlement of colonies, the course will focus on the evolution of British colonial policies, and the adoption and growth of British institutions and ideas throughout the Empire. Major attention will be given to the North American colonies, but they will be placed within the broader context of the Empire as a whole. Three credits, first semester.

134. HISTORY OF THE BRITISH EMPIRE AND COMMONWEALTH FROM 1783 TO THE PRESENT. Continuing the general emphasis of the first semester, with additional attention given to changing British attitudes toward the Empire, its dissolution and current Commonwealth developments. A dual focus upon the colonies of settlement and the colonies of exploitation. Three credits, second semester.

141. INDEPENDENT STUDIES. An advanced course involving extensive reading, research papers, and weekly conference with instructor. Open to qualified juniors and seniors with permission. Three credits, first semester.

151. HISTORY OF TSARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits, first semester.

152. HISTORY OF SOVIET RUSSIA. The crisis of Tsarist Russia, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits, second semester.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from Colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits, first semester.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits, second semester.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science, and the arts. Three credits, first semester. Not offered 1966-67.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865, giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits, second semester. Not offered 1966-67.

166. HISTORIOGRAPHY. A study of the development of historical thought based on the selected writings of the great historians. Also includes techniques of historical investigation and research and preliminary training for the work of the senior tutorial. Three credits, second semester.

170. SPECIAL TOPICS IN HISTORY: AMERICAN CIVIL WAR. An American history seminar involving broad reading in the literature of the American Civil War and intensive research in selected problems. Permission of instructor. Three credits, first semester.

170. SPECIAL TOPICS IN HISTORY: LATE MIDDLE AGES. A Medieval History seminar involving reading and research in selected problems. Permission of instructor. Three credits, second semester.

203-204. TUTORIAL. Three hours each semester.

LATIN

3, 4. INTERMEDIATE LATIN. Selections from Caesar, Cicero, Vergil stressing the historical development of Rome. Ovid: *The Ars Amatoria.* Also review of grammar and basic composition. Prerequisite: two or three units of secondary school Latin or equivalent. Three credits each semester. (Not offered on a regular basis.)

101, 102. ADVANCED LATIN. Vergil: *The Aeneid;* Apuleius: *Cupid and Psyche.* Influence and scope of epic literature; the cultural role of mythology. Prerequisite: Latin 3, 4 or exemption of language requirements in Latin. Three credits each semester. (Not offered on a regular basis.)

MATHEMATICS

Students majoring in mathematics are expected to take a minimum of thirty hours in mathematics including Mathematics 1, 2, 101, and the tutorial. They must also complete at least three of the following courses: Mathematics 10, 105, 107, and 109. In addition to electives available in the Department, courses may be taken for credit at Carnegie Institute of Technology. Permission for such enrollment must be obtained from the department chairman and the Executive Dean. Courses in related subject matter are recommended: e.g., logic, the natural sciences, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of German, French, or Russian.

1. ELEMENTARY MATHEMATICAL PHYSICS I. An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Consideration is given to such concepts as time, length, mass, and force. Measurement and the expression of physical relationships motivate the development of techniques for statistical analysis of experimental data, numbers, coordinate systems, functions, vectors, limits, and the derivative. Lecture-discussion and laboratory. Three credits, first semester.

2. ELEMENTARY MATHEMATICAL PHYSICS II. A continuation of Elementary Mathematical Physics I. Antidifferentiation and integration are introduced and applied to Newton's laws of motion, harmonic and rotational motion, many particle systems, the momentum and work-energy concepts, and the development and solution of first and second order derivative equations. Lecture-discussion and laboratory. Three credits, second semester.

5. NUMBERS, FUNCTIONS, AND GRAPHS. History and development of the real and complex number systems. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions. Coordinate geometry and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: At least two years of college preparatory mathematics. Three credits, either semester.

10. ELEMENTARY STATISTICS. Statistical measures and distributions. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics. Three credits, second semester.

10A. ELEMENTARY STATISTICS. A more intensive coverage of the material of Mathematics 10 for students with above average preparation in secondary school mathematics or who have completed courses in mathematics at the college level. Prerequisite: At least three years of college preparatory mathematics with above average performance. Three credits, first semester.

105. INTRODUCTION TO MODERN ALGEBRA. Algebraic systems. Selections from the theory of numbers and the theory of polynomials. Introduction to linear algebra. Prerequisite: Mathematics 2. Three credits, first semester.

106. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 2. Three credits. Not offered 1966-67.

107. ADVANCED GEOMETRY. Geometric systems. Projective geometry. Synthetic and analytic methods. Non-Euclidean geometries. Three credits, second semester. Not offered 1966-67.

109. REAL ANALYSIS. The structure and topology of the real numbers. Sequences and series: Bolzano-Weierstrass theorem, Cauchy criterion, convergence tests, condensed series, multiplication of series. Functions of one variable: continuity, Heine-Borel theorem, uniform continuity, Rolle's theorem, mean-value theorems, Taylor series, Riemann integration. Functions of n variables: limits, Bolzano-Weierstrass theorem, uniform continuity, partial derivatives, existence of inverse functions, chain rules, Jacobians. Corequisite or prerequisite: equivalent of one semester of analytic geometry and calculus. Three credits, first semester. Not offered 1966-67.

121. MATHEMATICAL PHYSICS. Application of concepts and techniques of mathematical analysis is made to the study of sound and heat. Limits, the mean-value theorem, Taylor polynomials, logarithmic and inverse circular functions, integration, and partial differentiation are considered and application of analysis is made to physical problems including the study of vibrating systems, waves, calorimetry, and thermodynamics. Four lecture-discussion periods and one two-hour laboratory meeting per week. Prerequisite: Mathematics 2 or equivalent. Five credits, first semester.

122. MATHEMATICAL PHYSICS. Line integrals, surface integrals, topics in analytic geometry, and elements of the theory of linear differential equations are considered in connection with the study of geometric

optics, magnetism, electricity, and electro-magnetic phenomena. Four lecture-discussion periods and one two-hour laboratory meeting per week. Prerequisite: Mathematics 121. Five credits, second semester.

141, 142. INDEPENDENT STUDIES. For the exceptional student who has suitable preparation an opportunity to study the subject matter of a course not regularly included in the schedule of courses. Weekly conferences with the instructor. Prerequisite: Mathematics through college-level calculus and the permission of the department. Three credits each semester.

203-204. TUTORIAL.

MODERN LANGUAGES

Requirements for a Major. Students majoring in French, German or Spanish are expected to take a minimum of thirty hours in one foreign language, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103 or 104 are required of all majors; 101, 102 are prerequisite to all advanced courses in literature. Spanish majors are encouraged to take at least one year of Portuguese.

The College Language Requirement (See page 14). The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the three following conditions:

1. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college.
2. Two years of the same foreign language in college.
3. A score on the foreign language exemption examination equivalent to the national norm for two years of college study.

The Language Laboratory. A fully equipped language laboratory with listen-respond-record positions in all the student booths provides oral-aural training correlated with the formal classroom experience. Scheduled laboratory hours are required at the elementary and intermediate levels and library hours are available for advanced classes. In addition, informal *conversational meetings with native speakers* are provided at graded levels throughout the year. These are required of foreign language majors and are recommended for all language students.

FRENCH

1-2. BEGINNING FRENCH. The fundamentals of grammar, reading and pronunciation. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE FRENCH. Readings in aspects of French civilization and representative literary texts. Review of grammar. Practice in spoken French. Prerequisite: two years of secondary French or French 1-2. Three credits each semester.

101, 102. SURVEY OF FRENCH LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: authors of the Middle Ages, Renaissance, and the Classical Period. Second semester: The Enlightenment, Romanticism, and Realism through the contemporary period. Lectures and *analyses de textes* supplemented by practice in oral and written French. Prerequisite: French 3, 4 or satisfactory score on French placement test. Three credits each semester.

104. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic French, and translation from English texts. Prerequisite: exemption of language requirement in French and permission of department. Three credits, second semester.

105. PHONETICS. An advanced course including intensive laboratory work. Training in perception of sound for exactness and effectiveness in oral French. Prerequisite: fulfillment of language requirement in French and permission of the department. Three credits, first semester.

107, 108. LITERATURE OF THE SEVENTEENTH CENTURY. First semester: The classic theatre. A study of the comedies and tragedies of Corneille, Racine, and Molière. Second semester: Prose and poetry of the classic age. A study of the works of Descartes, Pascal, La Rochefoucauld, La Bruyère, La Fontaine, etc. Prerequisite: French 101, 102. Three credits each semester.

109, 110. LITERATURE OF THE EIGHTEENTH CENTURY. The Age of Enlightenment. The growth of modern thought and criticism. First semester: Montesquieu, Diderot, Voltaire. Second semester: Rousseau, the novel, the theatre. Prerequisite: French 101, 102. Three credits each semester. Not offered 1966-67.

112. LITERATURE OF THE NINETEENTH CENTURY. The main literary schools in prose and poetry with emphasis on the Romantic. Parnassian and Symbolist poets from Lamartine through Leconte de Lisle and Baudelaire to Mallarmé. Prerequisite: French 101, 102. Three credits, second semester. Not offered 1966-67.

115, 116. LITERATURE OF THE TWENTIETH CENTURY. Contemporary literature, with emphasis on the drama, from the *Theatre Libre* through the myth writers and existentialism. First semester: main trends in the theatre to 1930; the poetry of Claudel and Valéry; the prose techniques of Proust and Gide. Second semester: the theatre from Giradoux to Sartre; the surrealist poets; the prose techniques of Montherlant, Malraux, Bernanos, and Camus. Prerequisite: French 101, 102. Three credits each semester.

120. FRENCH CIVILIZATION. The social, political, cultural and artistic aspects of modern France. Readings, lectures and discussions in French. Prerequisite: French 101, 102. Three credits, first semester.

121. CONVERSATIONAL FRENCH. An intensive course in spoken French designed to give the student greater fluency in the language. Prerequisite: exemption of the language requirement in French. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: French 101, 102 and permission of department. Three credits in any one of the following areas:

A—The Novel in the Nineteenth Century.
B—Literary Theory and Criticism from Boileau to Sartre.
C—Literature of the French Renaissance.

203-204. TUTORIAL.

GERMAN

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken German. Readings in scientific literature for science majors. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Medieval period to the present. First semester: from the twelfth to the nineteenth century, with major emphasis on *Das Nibelungenlied,* the Court Epic, and the Classical period. Second semester: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, and Naturalism. Lectures and discussion supplemented by practice in oral and written German. Prerequisite: German 3, 4 or satisfactory score on German placement test. Three credits each semester.

103. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic German. Prerequisite: exemption of language requirement in German and permission of department. Three credits, first semester. Not offered 1966-67.

105. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller, and Goethe, including an intensive study of Faust, Part I. Prerequisite: German 101, 102. Three credits, first semester.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism, and Naturalism. Prerequisite: German 101, 102. Three credits, second semester. Not offered 1966-67.

110. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, and Kafka. Prerequisite: German 101, 102. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: German 101, 102 and permission of department. Three credits in any one of the following areas:

A—The Novelle in German Romanticism.
B—The Drama in the Nineteenth Century.
C—Lyric Poetry from the Classical Age to the Present.

203-204. TUTORIAL.

PORTUGUESE

1-2. BEGINNING PORTUGUESE. First semester: an intensive and accelerated course in basic Brazilian Portuguese designed for students of advanced Spanish with high linguistic aptitude. Practice in oral Portuguese; composition. Second semester: readings in the Brazilian short story of the nineteenth and twentieth centuries. Composition and conversation. Prerequisite: Spanish 3, 4 or equivalent and permission of department. Three credits each semester. Not offered 1966-67.

903, 904. INTERMEDIATE PORTUGUESE. First semester: readings in Portuguese literature. Critical analysis of texts, including the lyrice of the medieval *Cancioneiro,* the drama of Gil Vicente, *Os Lusiadas* of Camões, and the novel and lyric of the nineteenth and twentieth centuries. Second semester: readings in Brazilian literature. A course in the development of Brazilian prose fiction and poetry. Special emphasis on the Modernist Movement and its influence on the development of the novel and lyric. Prerequisite: Portuguese 1-2. Three credits each semester.

RUSSIAN

1-2. BEGINNING RUSSIAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE RUSSIAN. Selected readings in classic and contemporary literature with emphasis on the conversational approach to the text. Grammar review, composition and intensive practice in idioms, vocabulary, and pronunciation. Three credits each semester.

101, 102. SURVEY OF RUSSIAN LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: Selected readings from the twelfth century *Tales of Prince Igor,* the Classical Period, the poetry of Pushkin and Lermontov and the literary criticism of Belinsky. Second semester: Selected readings in the nineteenth century novel from Goncharov through Dostoevski and Tolstoy. Also the Soviet writers Gorky, Sholokhov, Pasternak, and Yevtoushenko. Lectures, readings, and reports conducted in Russian. Grammatical review is included in the analysis of literary texts. Prerequisite: Russian 3, 4 or equivalent. Three credits each semester.

SPANISH

1-2. BEGINNING SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE SPANISH. Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester.

101, 102. SURVEY OF SPANISH LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: Medieval, Renaissance, and Golden Age authors, with emphasis on the latter. Second semester: Spanish literature since 1700 with emphasis on nineteenth and twentieth century authors. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3, 4 or satisfactory score on Spanish placement tests. Three credits each semester.

104. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic Spanish, and translation from English texts. Prerequisite: exemption of language requirement in Spanish and permission of department. Three credits, second semester. Not offered 1966-67.

109, 110. THE LITERATURE OF SPANISH AMERICA. A study of the literature of Hispanic America. First semester: the Conquest, Colonial period, and nineteenth century. Second semester: the literary developments of the Contemporary period. Lectures in Spanish. Prerequisite: Spanish 101, 102. Three credits each semester.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis on: First semester, the theatre of Lope de Vega and Calderón de la Barca and their schools; Second semester, Cervantes' *Don Quijote*. Prerequisite: Spanish 101, 102. Three credits each semester.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, and Naturalism in poetry, drama, and the novel. Duque de Rivas, Larra, Espronceda, Zorilla, and Galdós. Prerequisite: Spanish 101, 102. Three credits, first semester. Not offered 1966-67.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry, and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, García Lorca, A. Machado, J. R. Jiménez, and the principal post-war authors. Prerequisite: Spanish 101, 102. Three credits, second semester. Not offered 1966-67.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and on her own time, and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: Spanish 101, 102 and permission of department. Three credits in any one of the following areas:

A—Literature of the Eighteenth Century.
B—The "Caballero" and the "Pícaro" in Early Spanish Literature.
C—Spanish Poetry from Its Beginning to the Golden Age.

203-204. TUTORIAL.

MUSIC

A music major must take forty credits in the department of music: twenty-four hours in materials and history of music, and ten hours in applied music. Courses 1-2, 101-102, 111-112, and 121-122 are required of all majors, in sequence, plus the tutorial.

Applied music carries two credits for each hour lesson per week and one credit for each half-hour lesson per week.

All students will receive two of the ten credits in applied music through public performance. These performances are scheduled by the department and are rated as one half credit per performance.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year.

Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student.

Applied music fees are listed on page 117.

MATERIALS OF MUSIC

1-2. ELEMENTARY HARMONY. A study of scales, intervals, elementary triadic structures in progression, and phrase organization correlated with the development of aural and keyboard skill and orientation to various levels of musical expression. Three credits each semester.

11. INTRODUCTION TO MUSIC. Perception of musical thought and articulation of musical idea through essential aspects of musical symbolism such as rhythmic design, harmonic formulae, melodic pattern, dynamics, timbre, and form. General musical terminology. A valuable and suggested precursor to significant understanding of musical style as presented in other courses dealing with the history and literature of music and the integrated study of music and the other arts as projected in The Arts course. Designed primarily for the student with little or no knowledge of music as a language. Three credits, first semester.

101-102. ADVANCED HARMONY. Extended harmonic structures, modulation, and chromatic alteration correlated with harmonic analysis, dictation, and keyboard skill. Three credits each semester.

111-112. COUNTERPOINT. Two and three-part melodic technique, chorale ornamentation, canon, invention, and elements of the fugue. Three credits each semester.

121-122. HISTORY OF FORM. The history of music through structural analysis of significant forms as well as the assimilation of historical fact. Elementary problems in musicological research. Three credits each semester.

141, 142. INDEPENDENT STUDIES. Advanced work in musical composition, historical research, or public performance to be scheduled in consultation with the department chairman. Three credits each semester.

203-204. TUTORIAL. The tutorial establishes one of the following categories of study as the area of concentration for each individual major in music after completion of the course requirements:

APPLIED MUSIC: Public recital plus a written discussion of music related in some way to the music performed.

HISTORY OF MUSIC: Project in research.

MUSICAL COMPOSITION: Production of original compositions in varied media, sufficient in quality and length to be presented in public concert.

17, 18. APPLIED MUSIC. (Individual instruction)
PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire, and the practical aspects of service playing.

VOICE I, II, III, IV. The technique of singing, interpretation, and a knowledge of representative song literature.

VIOLIN I, II, III, IV. Development of musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral, and chamber music of all schools.

VIOLA I, II, III, IV. Fundamental principles of technique, style, and interpretation.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with teachers of artistic and professional standing within the metropolitan area, primarily through the facilities of the Laboratory School of Music, as described below.

HISTORY AND LITERATURE OF MUSIC

3. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Three credits, first semester.

4. SYMPHONIC LITERATURE OF THE NINETEENTH CENTURY. A presentation of important works of the nineteenth century illustrating the development of orchestral color and other resources with emphasis on the expanded orchestral imagination of the later composers. Three credits, second semester.

103. THE GOLDEN AGE OF CHORAL POLYPHONY. The choral tradition of the sixteenth century presented through the works of the Netherlands composers, Palestrina, the English and Italian madrigalists, and others. Three credits, first semester. Not offered 1966-67.

104. CONTEMPORARY EUROPEAN MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century through the work of such composers as Stravinsky, Bartok, Milhaud, Schoenberg and those of the newer generation. Three credits, second semester. Not offered 1966-67.

113. OPERA FROM MONTEVERDE TO THE PRESENT. An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theatre in Europe and America. Three credits, first semester. Not offered 1966-67.

114. MUSIC IN THE AMERICAS. The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits, second semester.

117. THE VIENNESE CLASSICAL PERIOD: HAYDN, MOZART, BEETHOVEN. A selection of provocative works by these composers encompassing the significant features of eighteenth and early nineteenth century music. Three credits, first semester.

118. THE SOLO SONG. A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, the songs of Schubert, German Lied, folk and popular song, and the

contemporary art song, with the aid of performance demonstration where possible. Three credits, second semester. Not offered 1966-67.

ENSEMBLE

All Ensemble courses are open to the general student body as well as to music majors.

5, 6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. One-half credit each semester.

The following courses are available in association with the Laboratory School of Music, an affiliate of the Department of Music, serving all age groups within the city and surrounding areas. Participation in these courses must be affirmed immediately after the beginning of the school year.

7, 8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. One-half credit each semester.

9, 10. INSTRUMENTAL ENSEMBLE. A study of the literature for mixed chamber ensemble. One-half credit each semester.

PHILOSOPHY AND RELIGION

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in philosophy and religion including Philosophy 151, 152, Philosophy 101 and Philosophy 102, the tutorial and not less than three nor more than six hours of courses in religion.

PHILOSOPHY

151, 152. KNOWLEDGE AND VALUES. See Basic Curriculum, page 47.

153. ASIAN PHILOSOPHY. See Basic Curriculum, page 48.

101. HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL. A study of philosophical thought in the western world to 1600. Three credits, first semester.

102. HISTORY OF PHILOSOPHY: MODERN. A study of philosophical thought in the western world since 1600. Three credits, second semester.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester.

104. CONTEMPORARY ETHICAL THEORY. An examination of several different accounts of the nature and validity of ethical judgments. Theological, naturalistic, emotive, and analytical theories of ethics will be examined. Three credits, second semester.

105. SOCIAL PHILOSOPHY. A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester. Not offered 1966-67.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits, first semester.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as expressed in the writings of Royce, Pierce, James, Dewey, and Santayana. Three credits, second semester. Not offered 1966-67.

109. PHILOSOPHY OF ART. A study of some of the more influential writings on philosophical problems raised by the arts. A critical investigation of aesthetic experience, artistic and aesthetic values, and art criticism. Materials to be drawn from such writers as Tolstoy, Croce, Bergson, Dewey, and others. Three credits, second semester. Not offered 1966-67.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits, first semester. Not offered 1966-67.

120. CRITICAL REASONING. Analysis of the reasoning process to clarify what reasoning is and to provide principles and insights which may help the student to reason more soundly. Case studies in reasoning drawn from a variety of subject matters are used to illustrate and test the principles and distinctions developed in the analysis. Two hours of theory, one hour of case studies. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester. Philosophy Faculty.

203-204. TUTORIAL.

RELIGION

901. OLD TESTAMENT. An introductory study of the Old Testament, examining the nature of the covenant faith in its historical continuity and its larger sociological and cultural setting. Three credits, first semester. Not offered 1966-67.

902. NEW TESTAMENT. A literary, historic, and religious study of the origins of Christianity as related in the basic documents. In addition to extensive reading in the gospels and epistles, the course will examine the life and teachings of Jesus and the interpretations of his person and work which appear in the primitive church. Three credits, second semester.

908. BASIC CHRISTIAN THEOLOGY. A study of the classical formulations of Christian belief traced through their historical development, but with primary emphasis upon modern expressions of Christian faith afforded by contemporary theologians. Three credits. Not offered 1966-67.

912. CHRISTIAN ETHICS. A study of some of the representative classical and contemporary formulations of the principles of Christian ethics, with special attention to contemporary ethical problems. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue an area of religious study which is of special concern to her, provided she has background in courses sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits, each semester. By arrangement.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to have fulfilled four semesters (four credits) of work in physical education. One semester (one credit) must be taken in the area of Dance and one semester (one credit) in the area of Aquatics. These areas may be exempted by a performance test. The remaining two credits may be elected from any departmental course offerings.

A physically restricted student is required to have a statement and medical record which must be submitted by her physician to the Chatham College Health Services within the first four weeks of the semester. The College physician makes the final decision concerning the student's physical ability or limitation. Activities for restricted students are planned with the approval of the College Health Services. Such students register for P.E.63, 64.

Each student enrolled in a sports class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the bookstore. Swimming suits, leotards, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the College.

AQUATICS. Each course is of one semester's duration and carries one credit either semester.

51—Swimming (Beginning)
52—Swimming (Intermediate)
54—Life Saving (Red Cross Senior)
55—Water Safety (Red Cross Instruction)

DANCE. Each course is of one semester's duration and carries one credit either semester.

40—Basic Dance
41—Folk Dance
44—Modern Dance (Beginning)
45—Modern Dance (Intermediate)

SPORTS. Each course is of seven weeks' duration and carries one-half credit. When the course number is followed by an "S," it is of one semester's duration and carries one credit.

11—Archery
13—Badminton
15—Bowling
16—Fencing (Beginning)
17—Fencing (Intermediate)
18—Golf
18S—Golf
22—Tennis (Beginning)
23—Tennis (Intermediate)
31—Basketball
33—Hockey
35—Softball
37—Volleyball
39—Officiating

ADAPTED ACTIVITIES. This course (63, 64) is for physically restricted students unable to complete the normal program. Activities are adapted to individual needs, approved by the College Health Services, and include work in:

Body mechanics
Recreational games and activities
Aquatics

Facilities and equipment are provided by the College for recreational purposes in all activities taught in the curriculum.

The Recreation Association, of which every student is automatically a member, sponsors intercollegiate, interclass, and interdormitory tournaments in sports and aquatics.

PHYSICS

1-2. ELEMENTARY MATHEMATICAL PHYSICS. See Basic Curriculum, page 46.

121-122. MATHEMATICAL PHYSICS. See page 72.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. 105) and the tutorial.

1. INTRODUCTION TO POLITICAL SCIENCE. This course considers the scope and methods of study in political science, the basic concepts used in the study of government and politics, and the basic institutions employed in the governing of men. For freshmen only. Three credits, second semester.

109. THE JUDICIAL PROCESS. An examination of the role of the courts in the political process. Attention will be given to the influence of the executive and legislative branches of government upon the judiciary and such concepts as "judicial legislation," litigation as a form of pressure group activity, the influence of socio-economic background upon judicial decision-making and the "doctrine of political questions." Three credits, second semester.

110. CONSTITUTIONAL LAW. This course will analyze and examine the Constitution of the United States as it has been interpreted by the Supreme Court. Emphasis will be placed on the development of the Constitution in the areas of federalism; Presidential and Congressional powers; the tax, commerce, and war powers; due process of law; civil rights and civil liberties and the protection of property. Three credits, second semester.

111. INTERNATIONAL RELATIONS. The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Three credits, first semester. Not offered 1966-67.

112. UNITED STATES FOREIGN POLICY. An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Three credits, second semester.

115. POLITICAL PARTIES. A study of political parties and pressure groups—their organization, functions, and impact upon public policy formation. Consideration of the demands placed upon party institutions in a democratic society, the theory of responsible party

government, and the issue of party reform. Special attention to empirical studies of political behavior. Three credits, first semester.

116. THE LEGISLATIVE PROCESS. A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which shape legislative decisions. Three credits, second semester.

120. GOVERNMENT AND THE ECONOMY. (Identical with Economics 113). An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester.

122. SEMINAR: INTERNATIONAL RELATIONS. Analysis of selected institutions associated with nation-state behavior and analysis of selected theoretical problems associated with the study of nation-state behavior. One of the following will serve to focus the semester's study: war as a social institution; elements of restraint and patterns of conflict resolution; international order-building and the nation-state system; capability analysis, systems theory, equilibrium, decision-making as approaches to the study of international relations. Prerequisite: Political Science 111 or consent of the instructor. Three credits, first semester. Not offered 1966-67.

125. COMPARATIVE GOVERNMENT. A comparative analysis of the rise, organization, and functions of the governments of principal countries of the world. Three credits, second semester. Not offered 1966-67.

131. SEMINAR IN AMERICAN POLITICS. Selected problems in political science. Special attention to the current behavioral inquiries into the political process. Three credits, second semester. Not offered 1966-67.

133. SEMINAR: GOVERNMENT AND THE ECONOMY. (Identical with Economics 133.) An analysis of the major theoretical works in the fields of political science, economics, and sociology dealing with the interrelationships between the government and the economy. Special attention will be devoted to the formulation and implementation of

governmental policies in relation to business, labor, agriculture, and social welfare in the period 1933 to the present. Three credits, second semester. Not offered 1966-67.

134. SEMINAR: AMERICAN FOREIGN POLICY. A theoretical investigation of selected aspects of United States foreign policy. Emphasis on the process of formulating and executing foreign policy. Permission of instructor. Three credits. Not offered 1966-67.

135. AMERICAN POLITICAL THEORY. An analysis of the origin and development of democratic principles, political ideas, and political institutions from Colonial times to the present. Three credits, second semester.

136, 137. THE DEVELOPMENT OF WESTERN POLITICAL THOUGHT. The first semester emphasizes the major thinkers and basic political ideas in the classical and European tradition through Machiavelli. The second semester begins with Machiavelli and focuses on subsequent thinkers—Hobbes, Locke, Rousseau, Bentham, Marx, and Lenin, for example—whose ideas are frequently reflected in the intellectual framework of modern politics. In both semesters a strong effort is made to relate basic political concepts to contemporary problems. Three credits, each semester.

141, 142. INDEPENDENT STUDIES—SEMINAR: METHOLOGY IN POLITICAL SCIENCE. An advanced course involving extensive reading, research papers, and regular meetings with the departmental staff. Three credits, first semester; 142 not offered 1966-67.

203-204. TUTORIAL.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of thirty hours in the department, including Psychology 1-2, 119, 105, 132, and 203-204.

1-2. GENERAL PSYCHOLOGY. An introduction to the scientific study of behavior, with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum per week. Three credits each semester.

105. ELEMENTARY STATISTICS. Should be elected during the sophomore year by students planning to major in psychology. Three credits, either semester. See Mathematics 10.

107. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Two hours of lecture and two hours of laboratory. Prerequisite: Psychology 105 or Mathematics 5. Three credits, second semester.

108. THEORETICAL PROBLEMS OF LEARNING. A consideration of the basic learning process in terms of its major theoretical problems and experimental evidence. Both human and subhuman experimental work will be treated in the course. Prerequisite: Psychology 1-2. Three credits, first semester.

111. SOCIAL PSYCHOLOGY. A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 1-2 or Sociology 103 or consent of instructor. Three credits, first semester.

113. THEORIES OF PERSONALITY. A detailed survey of the current theories dealing with personality development. Particular emphasis on the psychoanalytic viewpoint and theories that have evolved directly or indirectly from this view. Whenever possible original source material will be used. Three credits, either semester.

118. RESEARCH DESIGN. An examination of experimental and survey design procedures, sampling and control methods, and appropriate parametric and nonparametric instruments. Prerequisite: Mathematics 10 or equivalent. Three credits, first semester.

119. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques and experimental design in psychology. Experiments in various areas of general psychology will be performed by the student. May be elected by nonmajors only with permission of the instructor. Two hours of lecture and two hours of laboratory per week. Prerequisite: Psychology 1-2 and 105. Three credits, second semester.

120. ABNORMAL PSYCHOLOGY. A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Prerequisite: Psychology 1-2. Three credits, either semester.

124. DEVELOPMENTAL PSYCHOLOGY. Psychological development of children from birth through adolescence, including those aspects of physiological development which directly influence behavior. Emphasis will be placed on scientific principles, contemporary issues, developmental theories, and applications. Prerequisite: Psychology 1-2. Three credits, first semester. Not offered 1966-67.

126. PHYSIOLOGICAL PSYCHOLOGY. An examination of the science of bodily functions with special emphasis on the physiological basis of behavior. This course will give the student a fundamental knowledge of the neural and physiological processes and their relationship to the organism's adjustment to its environment. Prerequisite: Biology 1 or Psychology 1-2. Three credits, first semester.

132. SEMINAR. Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of juniors. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. Laboratory visits, independent readings and investigations of special value to the student. Permission of the department. Three credits each semester.

151. HISTORY AND SYSTEMS OF PSYCHOLOGY. A seminar dealing with historical and contemporary trends in psychology. Prerequisite: Psychology 1-2. Three credits, second semester.

203-204. TUTORIAL.

Russian

See Modern Languages, page 77.

Spanish

See Modern Languages, page 78.

SOCIOLOGY AND ANTHROPOLOGY

Within a liberal arts context, the department attempts to deepen students' questioning and understanding of social and cultural systems. In its major program, the department hopes to provide a thorough grounding in sociological-anthropological theory; a knowledge in some depth of significant substantive areas of sociology and anthropology; and facility in the use of concepts and research techniques of sociological and anthropological investigation.

The Program for Majors

A minimum of 27 hours, including tutorial, in sociology and anthropology, and six hours in related courses. Beginning with the Class of 1968, majors will be expected to take at least two courses in the area of anthropology; and at least the following three courses in the area of sociology: 103, 131, 134.

Students who intend graduate study in sociology and anthropology should bear in mind that a reading knowledge of two foreign languages, normally French and German, and familiarity with quantitative methods of data analysis, are requirements for graduate study.

Sociology

103. ELEMENTS OF SOCIOLOGY. Major sociological approaches to urban-industrial society: cultural analysis; status and role analysis; interactional analysis; analysis of complex organizations; social system analysis. Three credits, either semester.

106. DEVIANT BEHAVIOR AND SOCIAL PROBLEMS. Social conditions giving rise to deviance in urban-industrial societies, with particular reference to problems of crime, delinquency, drug addiction, alcoholism, suicide. Prerequisite: Sociology 103. Three credits, second semester.

108. URBAN COMMUNITY AND SOCIETY. Population distribution trends in emerging and developed industrial societies. Ecological patterning of urban-metropolitan areas; changing functions and problems of sub-areas, e.g., the central business district, suburban rings, transi-

tional zones. Three credits, second semester. Sociology 103 and Anthropology 902 recommended.

111. THE FAMILY. The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Prerequisite: Sociology 103 or Anthropology 902. Three credits, first semester.

116. COMPLEX ORGANIZATIONS AND INDUSTRIAL SOCIETY. Theories and empirical studies of bureaucracy as a social form with particular reference to industrial organizations; and to the growth of bureaucracy in major areas of industrial society: economic, religious, academic, military, political. Three credits, second semester. Sociology 103 recommended.

119. RACIAL AND ETHNIC GROUPS. Analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. The course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups, and their cultural impact on our national life. Sociology 103 and Anthropology 902 recommended. Three credits, second semester. Not offered 1966-67.

123. POLITICAL SOCIOLOGY AND COLLECTIVE BEHAVIOR. Social bases of political preferences, influence, and power; mass communications processes in the structuring of political opinion; development of social protest and political action movements in urban-industrial societies. Three credits, first semester. Sociology 103 recommended. Not offered 1966-67.

124. SOCIAL STRATIFICATION. A review of theories to account for institutionalized equalities and inequalities in social systems, with particular reference to trends in the structuring of social class inequalities in advanced industrial societies. Three credits, second semester. Not offered 1966-67.

130. ADVANCED SOCIAL THEORY. Important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given op-

portunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors. Prerequisite: Sociology 134 or permission of the instructor. Three credits, first semester. Not offered 1966-67.

131. SEMINAR: SOCIAL RESEARCH METHODS. Scientific research techniques and their application to specific social data. Open to junior and senior sociology majors. Others by permission of the instructor. Three credits, first semester.

134. DEVELOPMENT OF SOCIOLOGICAL THEORY. The contributions of E. Durkheim, Max Weber and Talcott Parsons to sociological theory; together with those of a variable list including Saint-Simon, Karl Marx, Pareto, Simmel, Sumner, Park, W. I. Thomas, and P. Sorokin. The course will develop a context for the views of these authors within the positivistic and idealistic traditions of social thought. Prerequisite: Sociology 103 or Anthropology 902. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. Directed studies in selected areas of sociology. Three credits each semester.

150, 151. SOCIAL INSTITUTIONS OF AMERICAN SOCIETY. Study of four key institutions of American society: science, education, health, and social welfare. Each institution will be analyzed in terms of its ideological basis in American culture; of the social organization of its practitioners, and its practitioner-client relationships; and of its functional relationship to the American social system. A two-semester course: each semester may be taken independently. 150: Health and Welfare, first semester. 151: Science and education, second semester. Three credits, each semester. Sociology 103 and 106 recommended.

203-204. TUTORIAL.

Anthropology

901. EARLY MAN AND CULTURE. Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Three credits, first semester.

902. CULTURAL ANTHROPOLOGY. Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived from the study of contemporary primitive cultures. Anthropology 901 recommended but not a prerequisite. Three credits, second semester.

911. SEMINAR: ASIAN PEOPLES AND CULTURES. Analysis of varieties and uniformities in the ways of life of selected human communities in Northern, Central and South Asia. Prerequisite: Anthropology 901 or 902 or permission of the instructor. Three credits, first semester. Not offered 1966-67.

921. SEMINAR: ANTHROPOLOGY OF RELIGION. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: Anthropology 901 or 902 or permission of the instructor. Three credits, first semester.

922. SEMINAR: CROSS-CULTURAL STUDIES. Selected problems in the cross-cultural study of the family, political organization, social stratification, economics, and language and culture. Prerequisite: Sociology 103 or Anthropology 902. Three credits.

930. PEOPLES AND CULTURES OF SOUTHEAST ASIA. Analysis of varieties and uniformities in the ways of life of selected human communities in Southeast Asia. Three credits, second semester. Prerequisite: Anthropology 901 or 902 or permission of the instructor.

941, 942. INDEPENDENT STUDIES. Directed studies in selected areas of anthropology. Three credits each semester.

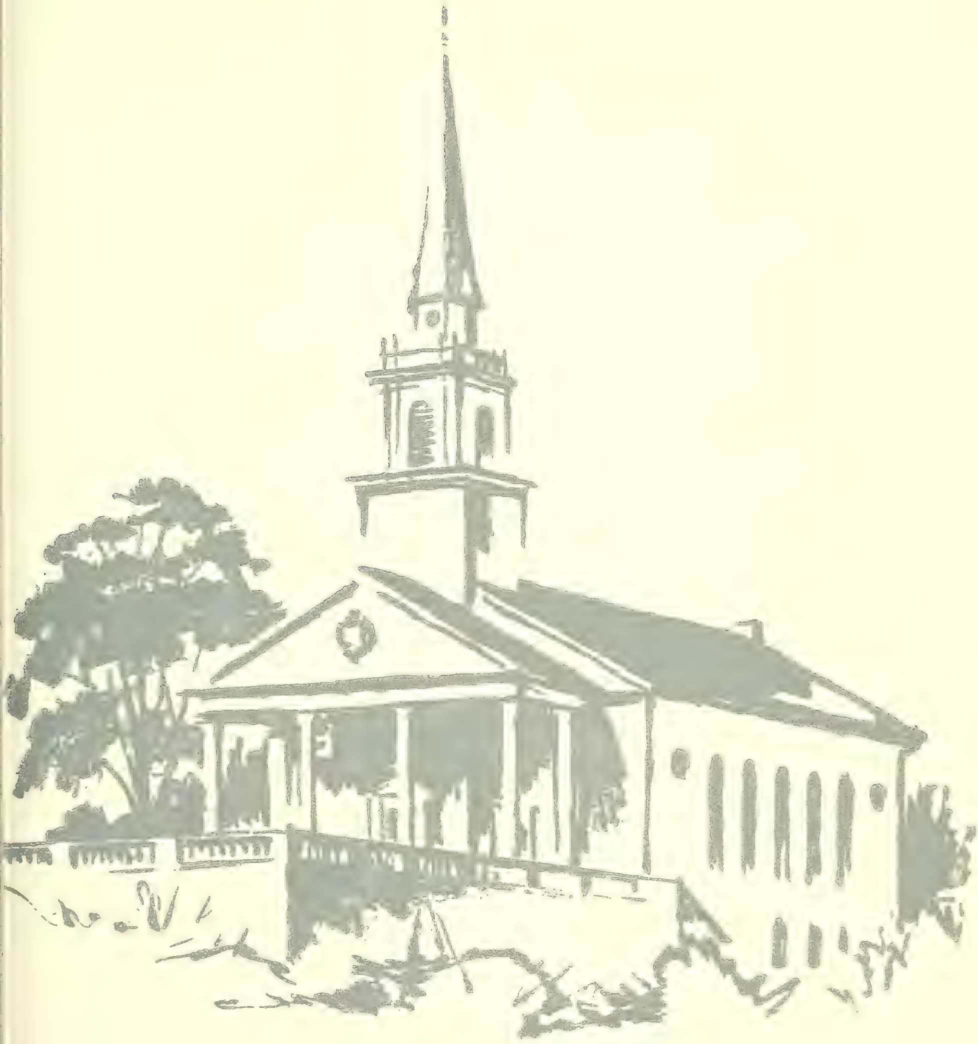
SERVICE UNIT

No Credit

SECRETARIAL STUDIES

101. TYPEWRITING. Instruction given in the technique of operating the typewriter. This is designed for those desiring a working knowledge of typewriting. Three hours either semester. No credit.

105-106. SHORTHAND. A study of the principles of shorthand, the development of a shorthand vocabulary, with some dictation and transcription. Three hours each semester. No credit.



COLLEGE PROCEDURES

Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among its candidates for admission those who have the strongest academic and intellectual potentiality and can develop the ability to translate knowledge and understanding into effective judgment in all areas of human decisions. The College is interested in able students geographically well distributed from a variety of backgrounds (economic, social, racial, religious), and having diverse interests and talents, academically and in other areas as well.

In considering an applicant for admission the College is most concerned with her quality of preparation, amount of preparation, intellectual ability and enthusiasm for learning, health, and capacity for further development as a person and as a student. Evaluation of these qualities is made on the basis of the secondary school record and recommendations from the counselor and teachers, results of College Entrance Examination Board tests, the interview, and all additional, pertinent information that is available.

In general the college preparatory course should be taken in secondary school with emphasis placed upon English, history, mathematics, science and foreign languages. However, adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of units in each subject area. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is especially interested in science, she might take more than the usual two units of science plus three or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as modern language.

To provide further evidence of readiness for college work, applicants are required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. One of the Achievement tests must be the English Achievement Test. It is preferred that all regular applicants take the Scholastic Aptitude Test and Achievement Tests in December or January of the senior year in high school. Scores on Achievement Tests taken during or immediately following the junior year may be submitted for subjects terminated at the close of the junior year.

Candidates who have participated in Advanced Placement Program courses organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement tests of the College Board. Advanced placement is offered for scores of 3, 4 and 5 on these examinations; college credit is offered for scores of 4 and 5.

Candidates who have enrolled in college level courses at accredited institutions prior to entrance at Chatham may apply for advanced placement and credit toward the degree.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board and for having the results of these tests sent to Chatham from the College Board office. Candidates should address all inquiries concerning these tests and applications for taking the Scholastic Aptitude Test and three Achievement Tests to the College Entrance Examination Board, P.O.

Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California.

A Bulletin of Information containing procedures for filing applications, payments of fees, lists of examination centers, and sample questions and answers may be obtained without charge from the College Entrance Examination Board.

For the year 1966-1967 the College Entrance Examination Board will hold examinations throughout the country on each of the following dates: December 3, 1966; January 14, 1967; March 4, 1967; May 6, 1967; and July 8, 1967. Applications and fees to take the tests should be sent to the College Entrance Examination Board four weeks in advance of the test date.

APPLICATION FOR ADMISSION

An applicant for admission to the freshman class should observe the following procedure:

1. Write to the Director of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232, requesting an application blank.
2. Complete and return the application blank before March 1 to the Admissions Office. A processing fee of twenty dollars ($20.00) which is not refundable must be enclosed.
3. A personal interview with all applicants is desired at the College whenever possible. If a student cannot come to the College, the applicant should take the initiative and arrange an interview with an alumna representative if there is one in the area. (See pages 147-151 for names and addresses of Alumnae Representatives.)

4. Take the College Entrance Examination Board tests, the Scholastic Aptitude Test (preferably in December), and three Achievement Tests (preferably in January), and request the Board to report the results of these tests to the College.

Upon receipt of the application from the applicant, the College will send for the secondary school transcript and provide the applicant with recommendation forms to be completed and returned to the College by her counselor and two teachers best qualified to judge her academic ability. The applicant's credentials will be presented to the Admissions Committee for its decision in March. It is anticipated that the majority of applicants will be considered by the Committee on Admissions at the regular spring meetings. At this time additional data consisting of the record for the first semester of the senior year and results of the College Entrance Examination Board Scholastic Aptitude Test and three Achievement Tests taken in the senior year will be on file. Notices concerning admission status will be mailed to all applicants in mid-April.

Early application is advisable in order to assure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

EARLY DECISION PLAN

An Early Decision Admission Plan designed to give assurance early in the senior year in high school to clearly well-qualified students whose *single* college choice is Chatham is in effect at Chatham College. Such applicants who apply before October 15 of the senior year in high school and whose credentials include high school records through the junior year, counselor's and teachers' recommendations, and results of the Scholastic Aptitude Test and three Achievement Tests taken either in the junior year or in July preceding the senior year will be granted admission as early as mid-November.

For detailed information concerning the Early Decision Admission Plan write to the Director of Admissions.

The Admissions Office is open from 9 a.m. to 5 p.m., Monday through Friday, and on Saturday from 9 a.m. to 12 noon from September to June. During the summer months there are no Saturday hours. Prospective students and their families are cordially invited to visit the College. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with the Director of Admissions.* This is especially necessary if arriving on Saturday morning as the schedule is particularly heavy on that day.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal arts courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form obtained from the Director of Admissions, Chatham College. A processing fee of twenty dollars ($20.00) which is not refundable must be enclosed.

2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham, and indicating the major subject.

3. Have the college last attended send an official transcript of the work taken there up to the time of making application.

4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.

5. Request the College Entrance Examination Board to submit the results of any College Board tests (Scholastic Aptitude and Achievement Tests) and any Advanced Placement Examination Reports that may be available which may have been taken either prior to or during attendance at present college.

6. At the close of the semester, just prior to entrance, have the college from which the student is transferring send:
   (a) A final transcript of record.
   (b) A statement of honorable dismissal.

POLICY CONCERNING PART-TIME, DEGREE AND NON-DEGREE STUDENTS

Mature applicants who are or are not candidates for bachelor degrees, or who have earned degrees but wish to take additional undergraduate courses may be admitted on a part-time basis to classes for which their educational training and experience qualify them. Such students should observe the following procedures:

1. Arrange for a personal interview with the Executive Dean.
2. File an application for admission with the Director of Admissions. A processing fee of twenty dollars ($20.00) which is not refundable must be enclosed.
3. Submit a transcript of her record from the college last attended.
4. In general, fulfill the entrance requirements of regularly enrolled Chatham students.

Part-time students may carry a maximum of nine (9) academic hours of credit each semester. A minimum of 2.00 average must be achieved for the first semester in order to be eligible to continue for a second semester. A part-time student may petition the Committee on Academic Standing to become a full-time degree student. If she is accepted, regulations governing a full-time student become effective, including the final twenty-four hours toward the degree being taken at Chatham College.

POLICY CONCERNING RE-ADMISSION

Students who formally withdraw from Chatham and then later seek reinstatement follow the same procedure described for transfers into Chatham from other colleges (see page 103) and arrange for a personal interview with the Executive Dean or Dean of Students. Completed applications should be directed to the Admissions Office no later than January 1 for the second semester or March 1 for the first semester. Such applications normally are acted upon with those of students new to the College by the Committee on Admissions.

The College does not grant leaves of absence except as stated below. When it is necessary that a student withdraw for health or some other emergency reason her later reinstatement must be based on the College's best judgment about her prospects for academic adjustment as well as availability of dormitory space. Such students make application as described in the above paragraph.

LEAVES OF ABSENCE

Students are granted leaves of absence only for study in approved programs abroad or to participate in the Washington Semester.

Academic Procedures

GRADES

The letters A,B,C,D, and F are used to designate the quality of performance. A indicates distinguished performance; B indicates superior work; C indicates generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance did not fulfill minimum requirements of the course.

The grade I is a temporary grade. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. This grade requires the approval of the Executive Dean. Failure to remove an I by the end of the first four weeks of the following semester automatically results in failure in the course.

ACADEMIC CREDIT

Courses are valued at ½, 1, 2, 3, 4, or 5 hours of academic credit, as stated in the catalogue description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which include laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation, constitute an average academic load. Although the maximum program is considered to be 18 credits inclusive of physical education, students with a B average, 3.00, in the preceding semester and a 2.5 cumulative average may carry additional hours with the approval of the Executive Dean.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit in courses with above grades for which she registered.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of work completed. A student's cumulative average is obtained by dividing the sum of all quality points by the sum of all credits carried in courses with above grades. The progress of each student is reviewed at semesters by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar reports grades, credits, quality points and cumulative averages earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, at mid-semester of the first semester, a report is sent to each freshman and to her parents or guardians.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Each professor at the beginning of the semester makes clear his expectations concerning class attendance. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

THE AUDITING OF COURSES

Some courses may be audited with approval of the Faculty Advisor and the instructor of the course. Formal registration is required. Auditors are expected to fulfill all of the obligations of course participation except written assignments and examinations.

ABSENCE FROM FINAL EXAMINATIONS

Unexcused absence from an examination results in failure in the examination. Absence from an examination is excused only by the Dean of Students for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations. The fee for such examination is $5.00 per course.

COURSE REGISTRATION

Election of courses for the following year is scheduled in late spring. Courses may be entered through the first two weeks of any semester with the approval of the faculty advisor; no course may be entered after this time. Courses may be dropped through the first four weeks of each semester without incurring an academic penalty, with the exception of seven week physical education courses. These must be dropped by the end of the second week of classes. If a course is dropped after the time indicated above, unless the reason is approved by the Executive Dean, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the office of the Executive Dean. Requests for exception may be filed by the student with the Registrar.

SUMMER STUDY

A student wishing to receive credit for summer study at home or abroad must secure in advance of study approval of both the course work undertaken and the institution where it will be taken. Application for approval should be filed with the Registrar before May 1. Six semester hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Students with superior academic records may study abroad in the junior year when such study is particularly suited to their academic needs. Applicants should have strong preparation in the language represented by their study, the approval of the Major Advisor and of the Executive Dean. There are a number of approved programs which welcome well-qualified students. Applications should be filed early, usually by December 15 of the sophomore year.

As one of a number of regional cooperating colleges, Chatham offers a Junior Year Abroad program in Basel, Switzerland for approved majors in European History or Political Science. This program centers on European Nationalism.

SUMMER STUDY ABROAD

Increasingly available are excellent academic programs of study abroad during the summer months. Students who participate may earn college credit when they fulfill formal conditions of attendance and examination. Preparation in the language is of course prerequisite to successful study. When credit is desired, approval of such study must be obtained in advance.

SEMESTER IN WASHINGTON

Juniors with a strong background in political science, a superior academic record, and ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. The Washington program enables the student to meet the nation's political and governmental leaders, to see the scope of lawmaking operations, and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

EXEMPTION AND CREDIT BY EXAMINATION

A student may earn exemption from any course when she can demonstrate satisfactory fulfillment of the main objectives of the course. In addition she may earn credit by examination for any course in which she can demonstrate superior achievement. Examinations for these purposes may be written or oral. They are arranged by the Office of Evaluation Services with the department faculty concerned.

Automatic provisions are made for these purposes in some subjects of the Basic Curriculum and for students who have participated in the Advanced Placement Program of the College Board. There is no fee for such examination or credit, except under the circumstances noted on page 118 under Examination Fees.

TRANSCRIPTS

Graduates and students are entitled to one complete transcript of their College record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean of Students when a student withdraws voluntarily from the College during the school year. The official date of withdrawal is the date on which the authorization of withdrawal is received.

The College may, upon the recommendation of the College physician, request that a student withdraw for reasons of health.

Return to the College after withdrawal at any time is subject to reapplication and acceptance for admission. Requests should be addressed to the Director of Admissions and be accompanied by a $20.00 application fee.

DISMISSALS

The College reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or satisfactory level of over-all progress, or whose continuance in college would be detrimental to her health or to the health of others.

A student is assumed by the College to have attained a degree of maturity enabling her at all times to act as a responsible and contributing member of the College community and the community at large. It is expected that she will maintain high standards of conduct in all areas of her life, and will remember that her actions both on and off campus reflect not only upon herself, but also upon the College and all members of the College community of which she is a part.

Actions which violate the stated regulations in the student handbook or catalogue, or which are contrary to the intent of any standards and regulations of the College, will constitute a violation of College policy and can be considered cause for disciplinary or administrative action. A student may be dismissed for unsatisfactory conduct and asked to withdraw at the discretion of the College. In cases involving conduct, as in all relationships with the College, the welfare of the individual student is the primary concern of the College. A special probationary period may sometimes be used when it is felt to be helpful to the total development and progress of the student.

ACADEMIC PROBATION

Academic probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The College believes that students on probation should realize that their level of achievement is inadequate and in danger of failing to meet college graduation requirements. The student on probation is not permitted to assume any major role in extracurricular activity and also is strongly advised to limit her own social activities. A student on probation whose most recent semester average does not show substantial improvement will be dismissed.

The Committee on Academic Standing may place a student on academic probation at any time during the year. A student is removed from probationary status at the discretion of the Committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study is four years. All students must carry at least 12 credit hours each semester. No allowance is made for work done *in absentia* except in those programs formally approved by the faculty (Washington Semester, Study Abroad, etc.).

At the discretion of the Committee on Academic Standing and of the department of her major, an adult student whose circumstances permit only part-time study may be excused from the final requirement of a senior year "in residence." In such cases, however, the final twenty-four hours of credit must be taken at Chatham College and must have the approval of the department and Executive Dean.

Financial Procedures

CHARGES AND EXPENSES

Since the College catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1966-67. Each student actually pays only 55% of the cost of her Chatham education. Private gifts and income from endowment must, therefore, meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are invited to do so.

FEES

Application for admission	$20.00

The application fee is not refundable (see page 101) and is not credited on any College bill.

Deposit	$50.00

Required of newly registered students and due in September. Refundable upon graduation or withdrawal (see page 117).

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition, Board and Room	$2650.00*
Student Activities Fee	50.00
	$2700.00

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*Effective in 1967-68, $2900.

Payable in 1966-67:

Upon acceptance	$ 150.00
On or before opening of the College in September (plus the $50 refundable deposit required of newly registered students)	1450.00
On or before January 15	1100.00
	$2700.00

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition	$1600.00*
Student Activities Fee	50.00
	$1650.00

Payable in 1966-67:

Upon acceptance	$ 150.00
On or before opening of the College in September (plus the $50 refundable deposit required of newly registered students)	850.00
On or before January 15	650.00
	$1650.00

Part-time students will be charged at the rate of $50.00 for each semester hour scheduled.

An advance payment of $150.00 for all returning students must be paid by May 1. This payment is not ordinarily refundable except to students not eligible to return because of academic failure, but it is applied to the charges of the academic year. This advance payment is necessary to reserve a place for the student in the College. Unless the College has substantial evidence that a student is returning, it has an obligation to provide for qualified students who could take the place of those not returning. Late registrants pay a $5.00 fee.

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*Effective in 1967-68, $1850.

In addition, a one-time deposit of $50.00 which, less any bills due the College, will be refunded upon graduation or upon withdrawal, must be paid on or before the opening of the College in September by newly registered students.

The Student Activities fee has been established by the Community Government Association and entitles each student to all student publications, admission to the College parties, plays and concerts, and other public programs, and membership in the Chatham Recreation Association and the Community Government Association.

Day students have voted to assess themselves a nominal fee of $10 per academic year, due and payable with the first term bill, to help defray costs of their campus social and overnight quarters.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week	$110.00
One half-hour lesson per week	$ 55.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department. For students majoring in music, up to ten hours of instruction during four years will be given at no extra cost. Over ten hours will be given at the above rates.

MEDICAL EXPENSES

The student must make her own arrangements for health and accident insurance. The College has planned for such a program with the Continental Casualty Company. The program is so comprehensive that it has the College's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent by the student.

Fees: $30.00 for twelve months

Provision for seven days of infirmary care is included in the resident student's fees. For additional days in the infirmary, there is a charge of $3.00 a day. A charge is made for medicine if a special prescription is required. The College physician charges the student for his services and the College bills the student. See Health Services, page 155.

CARE OF PROPERTY

Damage to, or loss of, College property will be charged to the student who is responsible.

A student will be expected to maintain her room with a reasonable degree of order and cleanliness.

EXAMINATION FEES

A student who fails to take an examination at the regularly scheduled time, and this refers to any kind of examination that the College requires, must pay a late examination fee of $5.00. While the College does not assess students for any exemption or credit they may earn by examination in courses that are offered by Chatham, when it is necessary to employ an outside examiner for this purpose, the student is asked to pay a special examiner's fee.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the College.

A student may not be graduated, receive honorable dismissal, grades, or a transcript of her College work until all accounts with the College have been settled.

Charges for students entering College the second semester will be one-half the stated rates for the College year.

In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Statements showing charges for bookstore purchases, infirmary bills, guest charges, etc. are given to students at the end of each month and payment is due in thirty days.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through the local banks, the Insured Tuition Payment Plan, or The Tuition Plan, Inc.

Information concerning these programs is available upon request to the Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or other reason.

The date of withdrawal is the date on which the Dean of Students is informed of the fact, in writing, by the parent or guardian.

FINANCIAL AID

Financial aid is available to qualified students who without such aid would be unable to attend Chatham. The criteria used to determine eligibility for assistance are: financial need, good academic average, good work performance, and contribution to the community. Financial aid awards range from $100 to $2650 per year.

Three kinds of financial aid are offered to students with need: academic grant; guaranteed work; and loan. An academic grant is awarded only in conjunction with guaranteed work. An academic grant is a College award available to students with good academic achievement. Guaranteed work entails work responsibilities on campus. A student works approximately six hours a week for a $200 award and nine hours a week for a $300 award.

Loans are available from two sources, the National Defense Student Loan Program and the Chatham College Loan Fund. From the National Defense Program, a student may borrow up to $1,000 a year. The repayment period and the interest begin nine months after the student ends her studies. The loans bear interest at 3 per cent a year. The repayment of principal may be extended over a ten-year period. If a borrower becomes a full-time teacher in a public or other non-profit elementary or secondary school or institution of higher education in a state, or in an elementary or secondary school overseas of the United States Armed Forces, the loan plus interest is canceled at the rate of 10 per cent for each year of teaching service up to 50 per cent of the sum borrowed. Repayment of loan and interest is deferred up to three years while a borrower is serving in the United States Armed Forces, with the Peace Corps, or as a Volunteer in Service to America. It is also deferred while a borrower is enrolled at an institution of higher education and is carrying at least half-time study.

In the Chatham Loan Program, repayment and interest begin when the borrower ends her studies at Chatham. A loan has an interest rate of 3 per cent per year and must be completed within three years. In both programs monthly repayments are made to the College Bursar. A schedule of repayments should be arranged with her before the borrower leaves Chatham College.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, the results of the College Entrance Examination Board tests, secondary school record, and personal qualifications. Freshman applicants for financial aid should complete admission and scholarship forms and return them simultaneously with a $20 application to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply each year for all financial aid. All financial aid awards are reviewed each year upon reapplication by the student and are renewed if she has financial need, if she maintains the required academic average, and if she has fulfilled her guaranteed work responsibilities. Academic eligibility is based on the average of the two semesters' work of the current academic year. Juniors and sophomores need a 2.50 to apply, maintain, or increase their scholarship grant. Freshmen need a 2.30 to apply, maintain, or increase their financial aid. Applications are obtained from the Director of Financial Aid.

A number of endowed scholarships and scholarships contributed by individuals and groups are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

NAME SCHOLARSHIPS

The following name scholarships are awarded to upperclassmen by the Financial Aid Committee.

ALUMNAE SCHOLARSHIPS are awarded yearly. They are based upon scholarly potential and need. They are made possible by a $100,000 endowment fund contributed by alumnae and established in 1958. Additional funds for Alumnae Scholarships are made available by the Association or by one of the Alumnae Clubs.

THE MR. AND MRS. WILLIAM G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is for the purpose of providing scholarship aid for deserving students.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. Preference is given to students from West Virginia.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the College from 1887 to 1906.

THE CLASS OF 1904 SCHOLARSHIP was established in 1964 as a sixtieth anniversary gift to the College.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

THE COLLOQUIUM CLUB SCHOLARSHIPS were established in 1919 by the Colloquium Club of Pittsburgh to promote and maintain the interest of the club in the growth of the College.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

THE LABERTA DYSART SCHOLARSHIP is given in honor of Miss Laberta Dysart, professor of history from 1926 to 1958, and author of the history of the College, *Chatham College: The First Ninety Years.*

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of the College in the class of 1913.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE HARTLEY SCHOLARSHIPS were established in 1957 by the bequest of Mrs. Lyde D. Hartley.

THE FRANI ZIMMERMAN KLINE SCHOLARSHIP was established as a memorial to the late Frani Zimmerman Kline of the class of 1958. Preference is given to a student in elementary education.

THE LUELLA P. MELOY ALUMNAE SCHOLARSHIP is presented in memory of Miss Meloy, graduate of the College in 1884, and member of the faculty for many years. Miss Meloy pioneered in the teaching of social service.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the College from 1901 to 1921.

THE MINNA KAUFMANN-RUUD SCHOLARSHIPS were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Priority is given to those who plan to follow careers in the concert, operatic, or teaching fields. The Foundation provides additional grants for summer study, further musical training, and other expenses. The amount of the scholarships may range from $100 to the full expense of attending college.

THE MITCHELL SCHOLARSHIP was established in 1948 and maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is to be used for a scholarship in music.

THE MARY HAWES NEVIN SCHOLARSHIP is in honor of Mary Hawes Nevin, an alumna of the class of 1896.

THE DOROTHY B. NEWELL SCHOLARSHIP, established in 1958 by an alumna of the College, is awarded each year to one or more deserving students.

THE HELEN E. PELLETREAU SCHOLARSHIP was established in 1894 by alumnae in honor of Helen E. Pelletreau, president of the College from 1878 to 1894.

THE HARRIET DUFF PHILLIPS ALUMNAE SCHOLARSHIP is given in memory of Mrs. John M. Phillips, former alumnae representative on the Board of Trustees, and noted for her work in both college and civic activities.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by The Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE PRESSER FOUNDATION SCHOLARSHIP is awarded by the foundation annually to the College for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE READER'S DIGEST FOUNDATION ENDOWED SCHOLARSHIP FUND is awarded to a deserving student or students on financial aid.

THE MARTHA B. SATLER SCHOLARSHIP is awarded to a deserving student on financial aid.

THE LUCY AMES SCHMITZ FUND, established by bequest of Miss Schmitz in 1965, provides scholarships "to aid worthy and deserving students who require assistance to further their education."

THE SHALOM AWARD, established in 1960, is given annually to an outstanding student of the College.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for scholarships each year.

THE HERBERT LINCOLN SPENCER ALUMNAE SCHOLARSHIP is awarded in memory of Dr. Spencer, president of the College from 1935 to 1945.

THE MARY ACHESON SPENCER SCHOLARSHIP was established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

SPECIAL CRITERIA SCHOLARSHIPS

CHATHAM COLLEGE NATIONAL MERIT SCHOLARSHIPS are offered to five finalists who wish to attend Chatham.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshman applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the specific requirements of the College and must enroll as a commuting student.

SPECIAL CRITERIA PROGRAM

COLLEGE WORK-STUDY, a Federal government-sponsored program, enables eligible students to earn money toward their college expenses. To be eligible a student must have financial need for education expenses, be enrolled full-time, and be in good standing.

A student may work on campus or off-campus for public or nonprofit organizations. Chatham off-campus students work in diverse areas: tutoring underprivileged children, staffing a junior extension council, assisting in the archaeology department of a museum, organizing an opportunity center, contributing to an ethnic newspaper, serving on an inter-faith committee. Many of these projects are coordinated with staff from Vista, Head Start and the Job Corps. This program also operates during the summer.

EDUCATIONAL OPPORTUNITY GRANTS, a Federal government-sponsored program of direct awards, are available to a limited number of students. To be eligible a student must have exceptional financial need, be enrolled full-time, and be in good standing. Grants range from $200 to $800 a year.

ANNUAL AWARDS

THE AIKEN ART AWARD is given for the most outstanding work in all categories of the annual student art exhibition.

AMERICAN CHEMICAL SOCIETY STUDENT AFFILIATE AWARD recognizes the junior chemistry major with the highest academic standing.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, class of 1955, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is awarded to a senior who has shown a genuine interest in learning, and evidenced outstanding interest in civic and community affairs.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925 for a senior who has made real contributions to the College in service, character, and leadership.

THE HEINZ SUMMER STUDY ABROAD AWARD was established in 1961 by Mrs. Clifford S. Heinz. It is given to an outstanding upperclassman (seniors not eligible) needing financial assistance for productive foreign study and travel.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sarah Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE ANNA DRAVO PARKIN HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, class of 1936, who died while a junior at the College.

THE PITTSBURGH DRAMA LEAGUE AWARD which was established in 1947 in honor of Vanda E. Kerst is awarded to a student who has done outstanding work in drama and speech.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made to a junior of outstanding rank who has also made a real contribution to college life.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music.

SPECIAL FUNDS

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of The Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE CLASS OF 1956 FUND was established in June, 1956 to provide income for additional books in the Library.

THE CLASS OF 1957 FUND was established in June, 1957 to provide income for additional books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the College in 1932 through the will of the late Cora Helen Coolidge, former president of the College. The income from this fund is to supply books for the Library.

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis, class of 1875. The income from this fund is used for the purchase of books in the Library.

THE MAURICE FALK ENDOWMENT FOR THE ENRICHMENT OF UNDERGRADUATE TEACHING AT CHATHAM COLLEGE was established in 1964 by a grant from The Maurice and Laura Falk Foundation. The income from the endowment is intended for the support of "such projects and programs as the President and Trustees may deem wise in order to preserve and extend the quality of teaching and scholarship in the liberal arts so that Chatham College may continue its leadership among the nation's top liberal arts colleges."

THE ANNA RANDOLPH DARLINGTON GILLESPIE ENDOWMENT FUND was established in 1948 and revised in purpose and amount in 1963. The principal portion of the income is to be used to enrich the College's work in the field of philosophy and related disciplines, especially those concerned with values. The Fund supports the Gillespie Professorship, brings visiting lecturers to the campus, provides for faculty leaves, and allows for the enlargement of the Library collection.

THE IRENE HEINZ GIVEN PROFESSORSHIP, established in 1958 with funds provided by The Irene Heinz Given and John La Porte Given Foundation, Inc., is a professorship awarded to a superior person in a major field of study. It may be used in any field for one or more years, the purposes being to strengthen the educational program of the College and to attract eminent teachers.

THE HEINZ ENDOWMENT FUND, established in 1957 by the Howard Heinz Endowment, brings to the campus distinguished leaders in the arts and sciences.

THE VIRA I. HEINZ GRANT supports an annual series of lectures by leading philosophers and theologians. The grant is awarded from the Vira I. Heinz Fund of The Pittsburgh Foundation.

THE ETHEL W. KEISTER MUSIC FUND, established in 1957, is for the support of worthy projects in the field of music.

THE RUTH J. LAW LEGACY was left to the Chatham College Alumnae Association in 1964 through the will of Ruth J. Law, class of 1917, in memory of her mother, Caroline Law. By action of the Alumnae Association, the income from the $2000 bequest is to be used annually to purchase fine books for the Library.

THE HELEN IRWIN AND JAMES E. MacCLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey, class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks, who served as dean from 1922 to 1952 and as acting president from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the College to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the College through the effective use of outstanding people with varied backgrounds and interests.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the trustees of The Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

THE HELEN B. RAUH FUND, established in 1957, provides funds yearly for Library acquisitions.

THE MARY E. RIECK FUND, established in 1957, is for the purpose of increasing the Library collection.

THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

THE WHERRETT ENDOWMENT FUND was established by The Pittsburgh Foundation in 1957 for the furtherance of artistic appreciation at Chatham College and in Pittsburgh. As long as is feasible the income shall go for an exhibit program open to the public.

A gift from the Wherrett Fund also makes possible low-rate rental by students, faculty, and staff of reproductions of paintings.

THE WHERRETT MICROFILM LIBRARY FUND, established in 1963, provides for the permanent collection of The New York Times on microfilm and for microfilm equipment.

THE PERSONNEL

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Special Assistant in the President's Office

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*For 1966-67 under grant from the American Council's Academic Administration Internship Program.

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Faculty

EDWARD D. EDDY ....*President*
B.A., Cornell University; B.D., Yale University; Ph.D., Cornell University; LL.D., Thiel College; Litt.D., Duquesne University.

DAVID HENDERSON ....*Executive Dean*
B.A., Westminster College; M.A., Ph.D., University of Pittsburgh.

BARBARA J. LEWIS ....*Dean of Students*
B.S., Wheaton College; M.A., Northwestern University.

REINALD McCRUM ....*Secretary of the College*
B.S., Springfield College; M.P.H., University of North Carolina.

BENJAMIN B. RICHARDS ....*Librarian*
B.A., State College of Iowa; B.S. in L.S., Western Reserve University; M.A., Claremont Graduate School.

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HELEN CALKINS, B.A., M.A., Ph.D. ......*Professor of Mathematics*
ARTHUR L. DAVIS, B.A., M.A., Ph.D. ....*Professor of German*
CARLL W. DOXSEE, B.A., M.A., Ph.D. ....*Professor of English*
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MABEL A. ELLIOTT, B.A., M.A., Ph.D. ......*Professor of Sociology*
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HELENE WELKER, B.A. ....*Associate Professor of Music*

PROFESSORS

J. CUTLER ANDREWS (1947) ....*History*
B.A., Ohio Wesleyan University; M.A., Ph.D., Harvard University.

WILLARD E. ARNETT (1957) ....*Philosophy*
B.A., Berea College; M.A., Ph.D., Columbia University.

STEPHEN BORSODY (1948) ....*History*
Doctor of Judicial and Political Science, Charles University, Prague; Privatdocent of East European History, University of Budapest.

WING-TSIT CHAN (1966) ....*Gillespie Professor of Philosophy*
A.B., Lingnan University, Canton; A.M., Ph.D., Harvard University; Hon. A.M., Dartmouth College.

LILY E. DETCHEN (1948) ....*Research Professor of Education*
B.A., M.A., University of Louisville; Ph.D., University of Chicago.

JAMES C. DIGGORY (1966) ....*Psychology*
A.B., The King's College; M.A., Ph.D., University of Pennsylvania.

FRANCES ELDREDGE (1953) ....*English*
B.A., Wellesley College; M.A., Tufts University; Ph.D., University of Chicago.

PHYLLIS M. FERGUSON (1943) ....*Drama*
B.A., Emerson College; M.A., Ph.D., University of Pittsburgh.

DAVID HENDERSON (1961) ....*Sociology*
B.A., Westminster College; M.A., Ph.D., University of Pittsburgh.

WILLIAM J. KEEFE (1952) ....*Given Professor of Political Science*
B.S., Illinois State University; M.A., Wayne State University; Ph.D., Northwestern University.

NAHUM Z. MEDALIA (1965) ....*Sociology*
B.A., Harvard University; M.A., University of Missouri; Ph.D., Harvard University.

MARK C. PAULSON (1965) ....*Chemistry*
B.S., University of Illinois; Ph.D., University of Rochester.

RUSSELL G. WICHMANN (1946) ....*Music*
Mus. B., Lawrence College; M.S.M., Union Theological Seminary; Student of LaVahn Maesch, Clarence Dickinson, Marcel Dupre.

ASSOCIATE PROFESSORS

FRED ADELMAN (1962) .... *Anthropology*
B.A., Yale University; M.A., Ph.D., University of Pennsylvania.

WILLIAM A. BECK (1958) .... *Mathematics*
B.S., Case Institute of Technology; M.S., Ph.D., Purdue University.

PATIENCE T. BLAYDEN (1953) .... *Physical Education*
B.S., Boston University; M.Ed., University of Pittsburgh.

NORMAN W. CHMURA (1965) .... *Biology*
B.S., Western Reserve University; M.S., University of New Hampshire; Ph.D., University of Maryland.

JOHN W. CUMMINS (1954) .... *English*
B.A., M.A., Ohio Wesleyan University; Ph.D., University of Pennsylvania.

ANN FREEMAN (1958) .... *History*
B.A., Wellesley College; M.A., Ph.D., Radcliffe College.

HARRY C. GOLDBY (1965) .... *French*
B.A., M.L., University of Pittsburgh; M.A., Middlebury College; Diplome de Phonetique, University of Paris.

HUSAIN HADDAWY (1966) .... *English*
A.B., University of Maryland; M.A., Ph.D., Cornell University.

FRANK A. HAYES (1957) .... *Philosophy*
B.A., M.A., Stanford University; Ph.D., Indiana University.

LAWRENCE M. KNOLLE (1962) .... *Education*
B.A., M.A., University of Colorado; Ed.D., Columbia University.

FRANK M. LACKNER (1961) .... *Psychology*
B.S., University of Pittsburgh; M.A., Ohio State University; Ph.D., University of Pittsburgh.

VINCENT LoCICERO (1966) .... *German*
B.A., Brooklyn College; M.A., Ph.D., University of Illinois.

ROBERT H. LOISELLE (1961) ....*Psychology*
B.A., University of Massachusetts; Ph.D., University of Rochester.

MARY A. McGUIRE (1956) ......*Buhl Associate Professor of English*
B.A., University of Maine; M.A., Ph.D., Columbia University.

JACK H. NEESON (1965)..............................*Drama*
B.A., University of Delaware; B.D., Virginia Theological Seminary; M.A., Ph.D., Western Reserve University.

ALBERT O. OSSMAN, JR. (1957) ...*Political Science and Economics*
B.A., M.A., Ph.D., Syracuse University.

WILLIS D. RICHEY (1963) ....*Chemistry*
B.A., Hiram College; Ph.D., University of Rochester.

JACK E. TOMLINS (1964) ....*Spanish*
B.A., M.A., University of New Mexico; Ph.D., Princeton University.

ASSISTANT PROFESSORS

DONALD G. ADAM (1966) ....*English*
B.A., Harvard University; Ph.D., University of Rochester.

DOROTHY J. BEARCROFT (1964) ....*Chemistry*
B.S., University of California at Los Angeles; M.S., Ph.D., University of Chicago.

FRANKLYN G. BONN, JR. (1965) ....*Political Science*
B.A., M.A., Ph.D., University of Minnesota.

JERRY L. CAPLAN (1959) ....*Art*
B.F.A., M.F.A., Carnegie Institute of Technology; Student of Louise Bouche, Morris Kantor, John Corbina, Byron Browne, John Hovannes.

J. DALE CHASTAIN (1960) ....*Political Science*
B.A., College of Wooster; M.A., University of Iowa.

LOUIS P. COYNER (1963) . . . . *Music*
B.F.A., M.F.A., Carnegie Institute of Technology; Ph.D., University of Iowa.

DORIS B. CROZIER (1963) . . . . *Anthropology*
B.A., Trinity College; M.A., New York University.

LEONARD M. FRIEDMAN (1961) . . . . *French*
B.A., New York University; Lic. es Let., University of Geneva, Switzerland.

CONRAD M. HESS (1965) . . . . *Biology*
B.A., Alfred University; M.S., Ph.D., University of Washington.

FLORENCE S. KOSSOFF (1963) . . . . *Art History*
B.A., Smith College; M.A., New York University.

LORENZO A. MALFATTI (1956) . . . . . . *Director of Choral Activities and Assistant Professor of Music*
Graduate, Juilliard School of Music; Student of Mack Harrell, Rachele, Maragliano Mori, Virgilio Mortari.

JEROME S. WENNEKER (1946) . . . . *Drama*
B.A., University of Missouri; M.F.A., D.F.A., Yale University.

INSTRUCTORS

DOREEN E. BOYCE (1963) . . . . *Economics*
B.A., M.A., Oxford University.

HELEN B. CHUN (1964) . . . . *Mathematics*
B.S., Radford College; M.S., Virginia Polytechnic Institute.

CHARLOTTE S. DAVIS (1966) . . . . *Political Science*
B.A., Chatham College; M.A., University of Pittsburgh.

NASARIO GARCIA (1965) . . . . *Spanish*
B.A., M.A., University of New Mexico.

JEANETTE E. HEFTI (1966) . . . . *German*
B.A., Carleton College; M.A., Washington University.

WILLIAM J. JUNGELS (1964) .... *English*
B.A., University of Notre Dame; M.A., The Johns Hopkins University.

ROBERT H. MAST (1964) .... *Sociology*
B.A., M.S., University of Pittsburgh.

SARA M. McGRATH (1963) .... *Physical Education*
B.S., M.Ed., East Stroudsburg State College.

LORRAINE L. MORGAN (1966) .... *Education*
B.S., M.Ed., University of Pittsburgh.

FRANCES R. MORROW (1962) .... *English*
B.S., New York University; M.Litt., University of Pittsburgh.

JOSEPH C. NICHOLSON (1965) .... *Art*
B.A., DePauw University; B.F.A., M.F.A., Yale University.

ARTHUR G. SMITH (1963) .... *History*
B.A., Muskingum College; M.S., University of Wisconsin.

HENRY D. SPINELLI (1961) .... *Music*
B.A., Carnegie Institute of Technology; Student of Eunice Norton.

THELMA W. TAYLOR (1960) .... *Philosophy*
B.A., University of Arkansas; M.A., Columbia University.

EVA D. VAUGHAN (1965) .... *Psychology*
B.A., Oberlin College; M.S., University of Pittsburgh.

SANDRA S. WESTBROOK (1966) .... *Art History*
B.A., Youngstown University; M.A., University of Pittsburgh.

ALBERTINE P. WICHER (1964) .... *French*
B.S., University of New Hampshire; M.A., Boston University.

ANDRE E. WINANDY (1964) .... *French*
B.A., Denison University; M.A., The Johns Hopkins University.

HUGH K. WRIGHT, JR. (1963) .... *Religion*
B.A., Wesleyan University; B.D., Western Theological Seminary.

LECTURERS

CHARLES G. CULLEN (1966) .... *Mathematics*
B.A., State University of New York, Albany; M.A., University of New Hampshire; Ph.D., Case Institute of Technology.

MARGARET P. DUGGAR (1961) .... *Dance*
B.A., University of Wisconsin; M.A., Stanford University.

JOOST KIEWIET DE JONGE (1957) .... *Astronomy*
Ph.D., Harvard University.

SARA LEHRMAN (1960) .... *Russian*
B.A., Hunter College; M.A., University of Pittsburgh.

IRENE P. LOWE (1964) .... *Biology*
B.S., M.A., George Washington University; Ph.D., Washington University.

OAKLEY S. RAY (1963) .... *Psychology*
B.A., Cornell University; M.Ed., Ph.D., University of Pittsburgh.

JEROME A. SEINER (1966) .... *Economics*
B.S. (Chemical Engineering), B.S. (Industrial Management), Carnegie Institute of Technology.

MIHAIL STOLAREVSKY (1948) .... *Music*
B.S., Technical University, Goethen, Germany; M.A., Imperial Conservatory, Kiev, Russia; Student of Carl Flesch and Michael Press.

HELEN S. WEINBERG (1958) .... *Secretarial Studies*
B.A., University of Pittsburgh.

CONSULTANTS AND ASSOCIATES

BRUCE CARTER (1965) .... *Consultant in Art Education*
B.S., State University of New York; M.Ed., D.Ed., Pennsylvania State University.

W. CARVER COLLINS (1965) .... *Technical Associate in Drama*
B.A., University of Pittsburgh.

DONNA W. DALTON (1965) .... *Laboratory Associate in Biology*
B.S., Carnegie Institute of Technology.

JANET T. GOULD (1966) .... *Laboratory Assistant in Psychology*
B.A., Swarthmore College.

DIVISIONAL CHAIRMEN 1966-67

Social Relationships	Mr. Andrews
Science	Mr. Chmura
Humanities	Miss McGuire

DEPARTMENTAL CHAIRMEN 1966-67

Art	Mr. Caplan
Biology	Mr. Chmura
Chemistry	Mr. Paulson
Drama	Mrs. Ferguson
Economics	Mr. Ossman
Education	Mr. Knolle
English	Miss Eldredge
History	Mr. Andrews
Mathematics	Mr. Beck
Languages	Mr. Tomlins
Music	Mr. Wichmann
Philosophy and Religion	Mr. Arnett
Physical Education	Mrs. Blayden
Political Science	Mr. Keefe
Psychology	Mr. Diggory
Sociology and Anthropology	Mr. Medalia

COURSE CHAIRMEN 1966-67

The Arts	Mr. Cummins
History of Western Civilization	Mr. Borsody
Culture and Personality	Mr. Adelman
Knowledge and Values	Mr. Arnett
Effective Speech	Mrs. Ferguson
World Issues	Mr. Chastain
Elementary Mathematical Physics	Mr. Beck
American Political Process	Mr. Keefe

ALUMNAE ASSOCIATION

The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the College through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Director of Alumnae Affairs, gathers and publishes information regarding graduates and former students of the College, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The Alumnae Association budget is underwritten by the College. All monies raised through the annual giving program are given to the College to be used in the academic program. Students receiving scholarships from these funds are designated as Alumnae Scholars.

The official publication of the Alumnae Association is *The Alumnae Recorder,* a semi-annual magazine devoted to news of Chatham and its graduates. In addition, alumnae are kept aware of events at the College by news bulletins issued periodically by the Department of Public Relations.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually at the College. The Council provides an opportunity for delegates to present ideas, express opinions, and participate in constructive planning for the future. Alumnae Day, Class Reunions, and the annual business meeting are held the weekend following Commencement.

OFFICERS

Dorothy Schenck Van der Voort	President
Marianne McCallister Martin	First Vice President
Sally Beck Lee	Second Vice President
Katherine Rutter Hingeley	Recording Secretary
Nancy Over Bowdler	Corresponding Secretary
Mary Virginia Brown Bowden	Alumnae Trustee
Jean McGowan Marshall	Alumnae Trustee
Peggy Matheny Bailey	Alumnae Trustee
Jean Cate Joseph	Director
Alice Chattaway Kittle	Director
Margaret Cooke Skidmore	Director
Amy McKay Core	Director
Gwen Bach Lammert	Director
Ruth Hunter Swisshelm	Director of Alumnae Affairs

ALUMNAE CLUBS

SOUTHERN CALIFORNIA—Mrs. E. F. Tubbs (Virginia LeFurgy '47), 730 West 11th Street, Claremont, California 91711

WASHINGTON, D. C.—Miss Gayle A. Thomas ('60), 1301 South Scott Street, Arlington, Virginia 22204

CHICAGO, ILLINOIS—Mrs. Joseph Fell (Mary Loughran '62), 329½ Woodland Avenue, Winnetka, Illinois 60093

BOSTON, MASSACHUSETTS—Mrs. James Booth (Joan Anderson '59), 199 Mt. Auburn Street, Cambridge, Massachusetts 02138

NORTHERN NEW JERSEY—Mrs. D. J. Shombert (Mary Louise Matvey '54), 199 Chaucer Drive, Berkley Heights, New Jersey 04922

BUFFALO, NEW YORK—Mrs. William Petro (Carole Smith '60), 171 Halwill Drive, Snyder, New York 14226

MANHATTAN, NEW YORK—Mrs. Roger E. Brower (Elm Musson x'56), 401 East 86th Street, Apt. 16-A, New York, New York 10028

CLEVELAND, OHIO—Mrs. Harry L. Farmer (Dolores Gintert '54), 2992 Chadbourne Road, Shaker Heights, Ohio 44120

COLUMBUS, OHIO—Mrs. Carl J. Agriesti (Jane Humphreys '43), 3194 El Paso Drive, Columbus, Ohio 43204

UPPER MIDWEST—Mrs. Ronald M. Hays (Inna Komarnitsky '58), 1315 June Avenue South, Minneapolis, Minnesota 55416

GREENSBURG, PENNSYLVANIA—Mrs. John J. Bonfigli (Frances Keenan '61), 344 North Pennsylvania Avenue, Greensburg, Pennsylvania 15601

PHILADELPHIA, PENNSYLVANIA—North Philadelphia Club—Mrs. Richard P. Colbert (Barbara Jane Evans '56), 8603 Thouron Avenue, Philadelphia, Pennsylvania 19150
Delaware Valley Club—Mrs. J. Kenneth Delmar (Sara Jane Westlake '62), 100 Stanton Road, Havertown, Pennsylvania 19083

PITTSBURGH REGIONAL CLUBS

MT. LEBANON AREA—Mrs. B. K. Pospishil (Ruth Scrivens x'27), 295 Shadowlawn Drive, Pittsburgh, Pennsylvania 15216

DOWNTOWN—Miss Helen E. Ryman ('24), 50 Academy Avenue, Pittsburgh, Pennsylvania 15228

NORTH SUBURBAN—Mrs. William J. Barnes (Maryanne Taptich '54), 112 Woodshire Drive, Pittsburgh, Pennsylvania 15215

Alumnae representatives appointed by the College are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the College, to act as good-will emissaries, and to aid the College in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

ALUMNAE REPRESENTATIVES FOR 1966-1967

ARIZONA—Mrs. Arthur P. Dansak (Barbara Hoge '49); 2124 East Solano Drive, Phoenix, Arizona 85016

Mrs. Jared M. Jackson (Jennine Johnson '58); 7109 Port au Prince, Tucson, Arizona 85710

CALIFORNIA—Mrs. Jack H. Samson, Jr. (Mary Singer '42); 512 Vaquero Road, Arcadia, California 91007

Miss Helen Roesing ('63); 870 East El Camino Real #20, Mt. View, California 94040

Mrs. Walter Ray McCann (Katherine James '31); 783 Garland Drive, Palo Alto, California

Mrs. Orville Recht (Nancy Levendorf '60); 420 East 4th Street, Tustin, California 92680

COLORADO—Mrs. Glen A. Pray (Elizabeth Rowse '42); 2776 South Benton Street, Denver, Colorado 80227

CONNECTICUT—Miss Rosemarie J. Pysh ('56); 78 Townsend Avenue, New Haven, Connecticut 06512

Mrs. Varick D. Schwartz (Mary Bovard '50); 191 Hunter Drive, West Hartford, Connecticut 06107

Mrs. Bartlett R. Price (Miles Janouch '43); 56 Wright Street, Westport, Connecticut 06880

DELAWARE—Mrs. Warren I. Pollock (Lois Gilpin '55); 300 Alders Drive; Oak Lane Manor, Wilmington, Delaware 19803

FLORIDA—Mrs. James A. Stuart (Jane Rowlett '54); 2653 N. E. 35th Drive, Fort Lauderdale, Florida 33308

GEORGIA—Mrs. Robert K. Brown (Joanne Pople '56); 689 Longleaf Drive N. E., Atlanta, Georgia 30305

HAWAII—Mrs. J. I. F. Reppun (Jean Engel '35); 47-410 Lulani Street, Kaneohe, Oahu, Hawaii 96744

ILLINOIS—Mrs. Louis Skidmore, Jr. (Margaret Cooke '60); 672 Irving Park Road, Chicago, Illinois 60613

Mrs. David T. Christie (Marian Lean '46); 345 Eaton Street, Northfield, Illinois 60093

Mrs. Richard A. Waichler (Nancy Follet '55); 1020 Superior Street, Oak Park, Illinois 60302

INDIANA—Mrs. Glenn L. McCurdy (Helen Jane Taylor '43); Rural Route 7, Box 159, Booneville; Big Cynthiana Road, Evansville, Indiana 47712

Mrs. John W. Klotz (Florence Succop '42); 8 Tyndale Place, Fort Wayne, Indiana 46805

Mrs. Robert Linke (Dorothy Purkiss '42); 3233 North Park Avenue, Indianapolis, Indiana 46205

Mrs. William M. Davis (Louise Eddy '52); 1704 Crestview Drive, New Albany, Indiana 47150

KENTUCKY—Mrs. Richard H. Wells (Mary Jean Kimball '48); 3407 Woodstock Circle, Lexington, Kentucky 40502

Mrs. William M. Davis (Louise Eddy '52); 1704 Crestview Drive, New Albany, Indiana 47150 (Near Louisville, Kentucky)

MAINE—Mrs. Edward R. Nelson (Ruth Clark '40); 222 Bradley Street, Portland, Maine 04103

MARYLAND—Mrs. Kenneth E. Quickel, Jr. (Mary Jennings '61); 550 North Broadway, Baltimore, Maryland 21205

Mrs. Edward Adelson (Lois Potts '54); 7020 Richard Drive, Bethesda, Maryland 20034

Mrs. W. Bruce Douglas (Joy Wilson '48); 1607 Holland Street, Cumberland, Maryland 21502

Mrs. F. Robert Fekety, Jr. (Nancy Baker '53); 204 Eastridge Garth, Timonium, Maryland 21093

MASSACHUSETTS—Mrs. William Siegel (Marian S. Friedman '64); 120 Lanark Road, Brighton, Massachusetts

Mrs. Glenn H. Wise (Ann Reynolds '59); Glen Street, Dover, Massachusetts 02030

Mrs. Barry J. Mitchel (Judith Allan '61); 32 Harvard Street, Reading, Massachusetts 01867

MICHIGAN—Mrs. James B. Blackburn, Jr. (Ethel Herrod '42); 765 Lincoln Road, Grosse Pointe, Michigan 48230

MINNESOTA—Mrs. Graham Courtney (Nancy Patterson '53); 4514 Casco Avenue, Edina, Minnesota 55424

Mrs. John Lilja (Dorothy Christman '62); 2526 Como Avenue, S. E., Minneapolis, Minnesota 55414

Mrs. Ronald M. Hays (Inna Komarnitsky '58); 3600 Druid Lane, Minnetonka, Minnesota 55345

MISSOURI—Mrs. James C. Newcomb (Joan MacMillen '50); 11841 Locust Street, Kansas City, Missouri 61431

Miss Gail Gardner ('62); 8622 Brookshire Drive; Apartment C, St. Louis, Missouri 63132

Mrs. George F. DuBois (Katherine Dykema x'51); 418 Fieldcrest Drive, Webster Groves, Missouri 63119

NEW JERSEY—Mrs. Carl T. Tourtellot, Jr. (Gertrude Beiswenger '50); 28 Hanover Road, Mountain Lakes, New Jersey 07046

Mrs. S. S. Anderson (Louise Thomson '52); 1995 Mary Beth Court, Scotch Plains, New Jersey 07076

NEW YORK—Mrs. N. William Wagar II (Cynthia Fortanier '53); 546 Glen Street, Glens Falls, New York 12801

Mrs. Jere C. Cox (Jane O'Neill '41); 4 Mary Lane, Greenvale, L. I., New York 11548

Mrs. Edward Loyd (Pat Kappel '58); 8 Ivy Place, Huntington, L. I., New York 11743

Miss Jane Sanford ('60); 381 Bonnie Brae Avenue, Rochester, New York 14618

Mrs. Donald Tritschler (Marigolden Guest '51); 37 Fifth Avenue, Saratoga Springs, New York 12866

Mrs. R. L. Beede (Patricia O'Keefe '51); 50 Saratoga Drive, Scotia, New York 12302

Mrs. William P. Petro (Carol Smith '60); 171 Halwill Drive, Snyder, New York 14226

Mrs. James George Smith (Marie Smith '59); 154 Erickson Street, Syracuse, New York 13206

Mrs. David P. Bridges (Nancy L. Wallace '57) ; 293 Benedict Avenue, Tarrytown, New York 10591

Mrs. Stanton Selbst (Barbara Goodstein '58) ; 148 Ralph Avenue, White Plains, New York 10606

NORTH CAROLINA—Mrs. Milton G. Emery (Margaret Siviter '56) ; 320 Scaleybark Road, Charlotte, North Carolina 28209

OHIO—Mrs. Herbert Newman (Diane Rubin x'63) ; 1854 Ganyard Road, Akron, Ohio 44313

Mrs. Joseph M. Ballay (Margaret Sue Hocker '61) ; 1329 Leders Lane, Cincinnati, Ohio 45238

Mrs. Wilbur V. Hansen (Sally Geary '48) ; 2 Beech Lane, Cincinnati, Ohio 45208

Mrs. Edward A. Bauer (Catherine Parrish '64) ; 2297 David Drive, Parma, Ohio 44134

Mrs. Ralph H. Goettler (Barbara Eckel '60) ; 2965 Brandon Road, Columbus, Ohio 43221

Mrs. Richard Gallaway (Mary Peck '60) ; 3901 Grantley Road, Toledo, Ohio 43613

Mrs. Raymond D. Otto (Sheila Stevens '57) ; 2114 Shenandoah Road, Toledo, Ohio 43607

OREGON—Mrs. William G. Rohlffs (Emelyn Taylor '27) ; 2234 S. W. King's Court, Portland, Oregon 97205

PENNSYLVANIA—Mrs. Charles C. Bradley (Patsy Speers '45) ; 1004 Wilde Avenue, Drexel Hill, Pennsylvania 19027

Mrs. William Anderson (Cora Davis '50) ; 5302 Wolf Road, Erie, Pennsylvania 16505

Mrs. W. Ronald Cocke IV (Nancy Cannon '57) ; 5418 Gardner Drive, Erie, Pennsylvania 16509

Mrs. Henry A. Owens (Ellen Snodgrass '60) ; 4-A6 Mt. Vernon Garden Apts; Easton Road, Glenside, Pennsylvania 19038

Miss Isabelle M. Allias ('54) ; 251 North Street, Harrisburg, Pennsylvania 17101

Mrs. Harry M. Stewart (Barbara Senior '54) ; 942 Pleasure Road, Lancaster, Pennsylvania 17601

Mrs. W. S. Emley (Shirley Gordon '35); R. D. #3; Maitland Lane West, New Castle, Pennsylvania 16101

Mrs. Frank Everett (Phyllis Smith '52); 306 Smithfield Road, Wallingford, Pennsylvania 19086

Mrs. J. Richard Krapfel (Sarabelle Segmiller '52); 113 Pamela Drive, Warren, Pennsylvania 16365

Mrs. Bernard H. Berman (Martha Yorkin '46); 685 North Wade Avenue, Washington, Pennsylvania 15301

Mrs. William A. Seaman (Jeannette Roux '59); 14 East Hollenback Avenue, Wilkes Barre, Pennslyvania 18702

Mrs. David L. Reeser (Barbara Heck '59); 1033 Wayne Avenue, Wyomissing, Pennsylvania 19610

Mrs. Earl S. Lathrop (Margaret Graham '42); 1740 Ridgewood Road; R. D. #7, York, Pennsylvania 17402

TEXAS—Mrs. John P. Hall, Jr. (Carol Fraser '58); 4323 University Boulevard, Dallas, Texas 75205

Mrs. Robert G. Croyle (Eleanor Meaner '38); 13311 Butterfly Lane, Houston, Texas 77024

VIRGINIA—Mrs. Robert W. Harris (Barbara Whiteside '50); 2203 Forest Hill Road, Alexandria, Virginia 22307

Mrs. Lester A. Wilson, Jr. (Lillian McFetridge '39); 1915 Meadowbrook Road, Charlottesville, Virginia 22901

WASHINGTON—Mrs. Dan Morris Guy, Jr. (Judi Rogers '58); 16724 S. E. 28th Street, Bellevue, Washington 98004

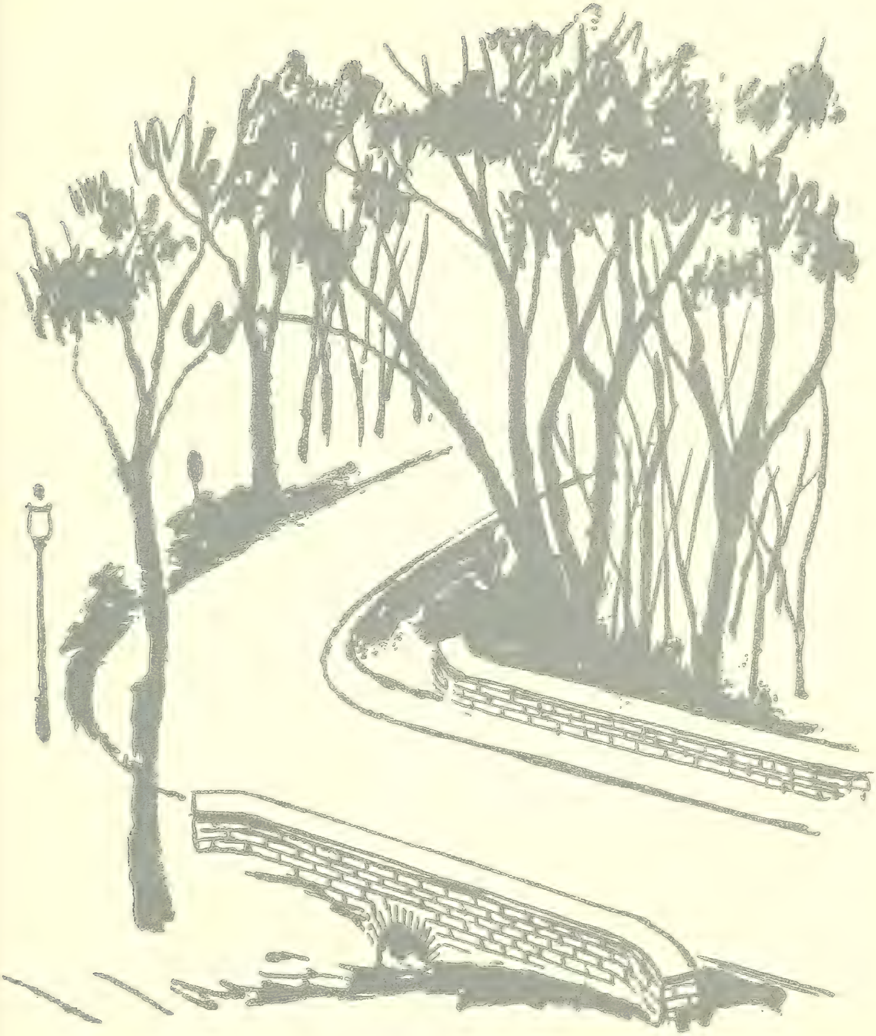
WEST VIRGINIA—Mrs. Robert B. Power (Joan Mering x'53); 915 Alynwood Circle, Charleston, West Virginia 25304

Mrs. Joseph Earley (Ruth Ludebuhl '33); 1408 Peacock Lane, Fairmont, West Virginia 26554

Mrs. Albert H. Wilson (Barbara Williams '54); 1437 Spring Valley Drive, Huntington, West Virginia 25701

Mrs. Louis Pollack (Junietta Kalbitzer '29); 18 Oakmont Road, Wheeling, West Virginia 26002

WISCONSIN—Mrs. C. W. Berger (Jean Andress '36); 2840 Menomonee River Parkway, Milwaukee, Wisconsin 53222



GENERAL COLLEGE INFORMATION

ACADEMIC CALENDAR FOR 1966-1967

Freshmen arrive	Sunday, September 11
Upperclass registration	Tuesday, September 13
Freshman registration	Wednesday, September 14
Classes begin	Thursday, September 15
Thanksgiving Vacation	Wednesday, November 23, 4:10 p.m. to Monday, November 28, 8:30 a.m.
End of classes and Christmas Vacation	Wednesday, December 21, 6:00 p.m. to Tuesday, January 3, 8:00 a.m.
Study Period	Tuesday, January 3, through Sunday, January 8
Final Examinations	Monday, January 9, through Tuesday, January 17
Second Semester begins	Monday, January 23, 8:30 a.m.
Spring Vacation	Friday, March 17, 6:00 p.m. to Monday, April 3, 8:30 a.m.
Study Period	Thursday, May 11, through Monday, May 15
Final Examinations	Tuesday, May 16, through Wednesday, May 24
Commencement	Sunday, May 28

Services and Auxiliary Activities

THE OFFICE OF EVALUATION SERVICES

This office prepares those studies and does that research which are needed from time to time in the evaluation of the College programs and its students. It also administers all programs of institutional testing such as the placement tests, exemption examinations, senior general examinations, Advanced Placement, credit by examination, and the like. Students who have questions about their programs or records in relation to these matters should clear them with this office.

HEALTH SERVICES

The health of students is a vital concern to the College. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the College physician, at the beginning of the College year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the College physician, the resident nurse has charge of all cases of illness in the College, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The College physician calls at the College at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care in Pittsburgh is available. The College infirmary has modern equipment and provides for isolation. See Medical Expenses—page 117.

As part of the services of the Dean of Students office, the College also provides psychological consultation through a clinical psychologist and a consulting psychiatrist.

PLACEMENT SERVICE

The College provides vocational information and advice to assist students in the choice of a career. Programs and field trips are planned periodically and interviews are arranged with prospective employers.

Help is offered to graduating seniors and alumnae in finding employment. For those who have registered with the Placement Service, the office prepares a set of credentials containing personal data, subjects studied at Chatham, faculty and employer references, and work history. These papers are kept on file and are sent to prospective employers on request. During the year, recruitors visit the campus to interview seniors who have expressed an interest in their particular fields of work.

In addition, summer and part-time job opportunities are made known to students in all classes. The Placement Service also maintains and makes available a small library of materials relative to employment opportunities in various careers and professions of particular interest to women.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced musical ability.

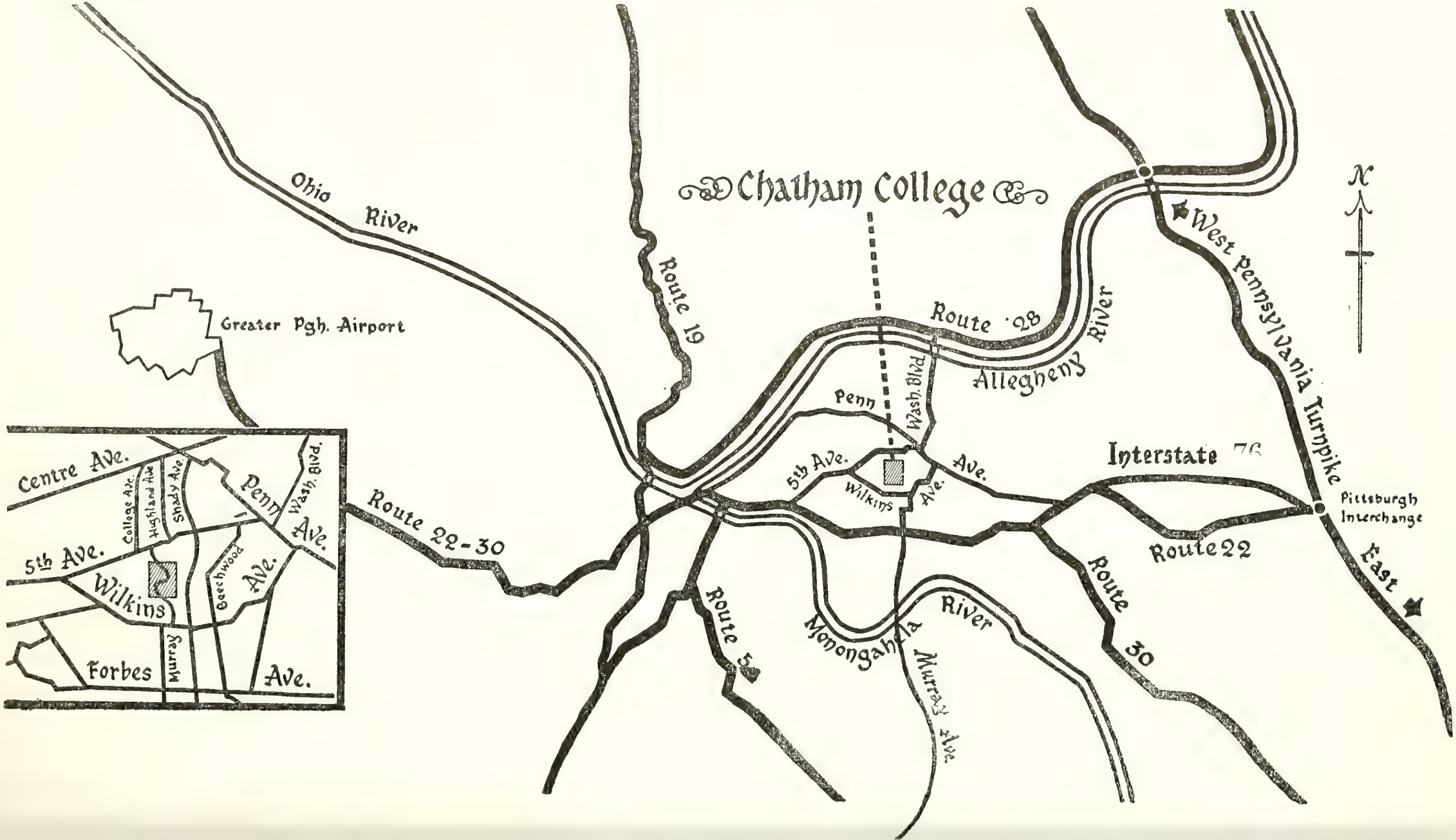
The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent music educators under the direction of Mihail Stolarevsky.

HOW TO GET TO CHATHAM COLLEGE

The College campus is within a twenty minute taxicab distance from downtown Pittsburgh and the railway station, and approximately forty minutes from the airport. Approximately an hour should be allowed if visitors utilize the limousine service from the airport.

Driving to the campus from the east *and* west, it is advisable to exit the Pennsylvania Turnpike at the Pittsburgh Interchange #6 and follow Interstate 76 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after going through the Tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then immediately left onto Woodland Road. Chatham is located on Woodland Road.

When driving to the campus from downtown Pittsburgh or the airport the best route is the Penn-Lincoln Parkway (routes 22 and 30) East. Continue on the Parkway to Squirrel Hill Exit #8 (last exit before the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then immediately left onto Woodland Road. Chatham is located on Woodland Road.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Route 30
Penn Ave.
Wash. Blvd.
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Wilkins Ave.
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Monongahela River
Murray Ave.
Centre Ave.
College Ave.
Highland Ave
Shady Ave.
Penn Ave.
Wash. Blvd.
5th Ave.
Wilkins
Beechwood Ave.
Murray
Forbes Ave.

Chatham College

LEGACIES

Former students and all friends of Chatham College who are interested in developing and encouraging an outstanding program of liberal arts are invited to consider the College in the disposition of their estates by will.

FORM OF GENERAL BEQUEST

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of $________________

FORM OF BEQUEST FOR ADDITION TO ENDOWMENT

I give and bequeath to Chatham College, located at Pittsburgh, Pennsylvania, the sum of $________________ to be added to the General Endowment Funds of the College.

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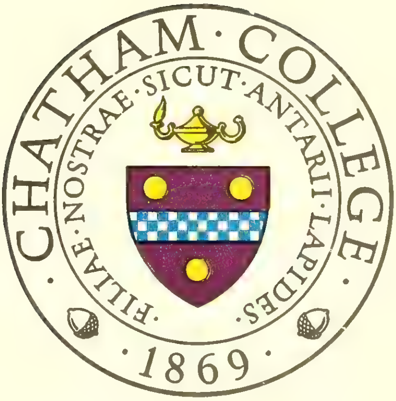

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EDUCATIONAL PROGRAM

The Educational Program

Chatham College, as a college of liberal arts, has from its beginning been concerned with preparing young women to meet the varying circumstances of life with a fund of useful knowledge, with clear and discriminating understanding, and with a readiness to adjust and act responsibly.

The liberal arts college is to be distinguished from other kinds of institutions in that it provides an educational program designed to develop those qualities of mind and emotion necessary for the successful performance of the major functions of life. Liberal education strives to develop in the student a comprehensive understanding of human life in terms of the social environment and in terms of the laws of the natural world. It attempts to inspire a range of interest, a depth of appreciation, and an agility of thought and action needed for effective living in a democratic society.

The major functions of life fall into three categories; one of these involves the individual's discharging with wisdom his obligations to society. Democratic society is dependent for its success upon the existence of an enlightened and responsible citizenry. Enlightenment consists of more than the possession of a certain minimum of factual information about our economic and social life; it involves understanding concepts basic to our own society and other societies, both historic and contemporary. Responsibility, in turn, demands more than passive acquiescence; it requires active participation in the continuous progress of our social order. It is the belief at Chatham that participation in collective decisions in college and the acquisition of concrete experience in a metropolitan center such as Pittsburgh are important means by which the knowledge and attitudes necessary to the performance of one's civic obligations can be acquired.

A second major function of life is to enjoy a full and satisfying existence. The specific terms of satisfaction vary from in-

dividual to individual, but the need is universal. The meaning of life is essentially to be found in those voluntary interests we acquire and express. It is here that a sense of values is important, since resourcefulness in the use of time makes the difference between a rewarding life and an empty one. Education involves challenging the student to a recognition of those latent talents and abilities which provide relaxation and keen enjoyment in leisure hours and also enable one to meet daily obligations responsibly. Chatham believes that every student should be encouraged to develop the creative impulses which give fullness to life.

A third of these major functions has to do with the attainment of professional proficiency. Chatham recognizes that careful and adequate education in this area is necessary for everyone. This means that sufficient breadth of knowledge is essential. The College program is developed to include education which is basic to nearly all professional occupations.

The major functions of life referred to are inter-related. The basic educational goals for all of them are the same. To educate for one is in a sense to educate for all, although hardly to an equal degree. Liberal education has as a goal enrichment of the entire personality, bringing the basic functions into a significant, harmonious pattern for the individual. The Chatham program is designed to help perform this function through emphasizing the abilities, the values, the attitudes, and the knowledge needed for the development of an enlightened, mature outlook on life.

ABILITIES

The abilities emphasized in the College program are these:

1. The ability to communicate: this involves reading, writing, listening, and speaking.

2. The ability to solve problems: this involves analysis, observation, definition, concentration, selection of information, recognition of assumptions, construction of hypotheses, presentation of valid conclusions, and the application of conclusions.
3. The ability to express oneself: this involves sensitive insight, imagination, creativity, the projection of ideas, and sympathetic understanding.
4. The ability to live with others.
5. The ability to develop a synthesis of knowledge, values, and action—intellectually, emotionally, and physically.

VALUES

The student will be encouraged to recognize and act upon certain values fundamental to a free society:

1. Each individual is an object of dignity.
2. All men should have legal equality and equal opportunity for the development of their individual abilities.
3. The common good is best served in the long run by the combined wisdom of the majority which respects the rights of the minority.
4. Each individual has a responsibility for participation in and improvement of the organized society in which he lives.

ATTITUDES

There are socially constructive attitudes which hopefully emerge:

1. Consideration for the viewpoints of others, with freedom from racial, religious, or other social prejudices.
2. Willingness to apply the standards by which we evaluate others to our own abilities and achievements.

3. Readiness to adapt our ideas and actions to a changing environment.
4. Desire to think in terms of the ideal and willingness to take action in support of principle.
5. Concern for the spiritual, intellectual, and creative activities of human life.

KNOWLEDGE

While the process of education must be individualized, the goals of education are the same for all, and this means that much of the content of education must be identical. The faculty of Chatham College has given much attention to a consideration of these common goals of liberal education—certain concepts and areas of knowledge which all educated people should share in common. Academic requirements are established to acquaint the student with significant knowledge in the five following areas:

1. Man as a human organism.
2. The universe he inhabits.
3. His social relationships.
4. His aesthetic achievements.
5. His attempt to organize his experience.

The faculty of Chatham regards knowledge as a means to an end. The end is wisdom.

The interpretation of liberal education sketched above clearly indicates that the major goals of liberal education are the same for all. This does not mean that all individuals are to be regarded as alike in every respect and hence are to be provided with the same programs. It does mean there are spheres of knowledge where common curricular goals are desirable. There are also spheres of knowledge where individual interests and talents should determine the direction of course election. Let us call these two spheres basic education and individualized education. Basic education consists of the essential

materials which every educated person should master. Individualized education includes that part of a student's program concerned with the needs, professional and avocational, which are peculiarly hers. No curriculum is complete unless it serves adequately in both spheres.

The concept of basic education grows out of the belief that there are particular forms of knowledge equally important for all educated people. The faculty of Chatham College emphasizes the five aforementioned areas concerned with human nature, the natural world, the social world, the world of creative activities, and the world of values. Furthermore, the faculty maintains that it is not enough that a student should know "something" about each of these areas, but that the truly basic in these areas must be specified and must become the content of courses.

There are certain other implications of the foregoing interpretation of liberal education which have much to do with the nature of and emphasis in the basic curriculum: basic education should be (1) comprehensive, (2) directive in emphasis, (3) correlated with specialized interests, (4) concerned with the development of social consciousness, (5) challenging to the further use of creative talent and (6) directed toward goals to be achieved.

The following courses are the curriculum of basic education at Chatham.

AREA I—MAN

CULTURE AND PERSONALITY. This is a three-hour course which ordinarily will be taken in the junior year. It includes an interdisciplinary examination of the contributions of the behavioral sciences, particularly psychology and anthropology, to an understanding of cultural values and the individual's acceptance of values.

AREA II—THE UNIVERSE

The purpose of a liberal education is to produce persons who are literate in terms of the culture in which they are to participate. A knowledge of the methods and concepts of science and their relationships to human life is particularly appropriate to a modern expression of the liberal ideal. A two-year requirement in science—astronomy, biology, chemistry, mathematical physics or psychology—is designed to provide an understanding of science as an integral part of the liberal arts experience.

AREA III—SOCIAL RELATIONSHIPS

THE HISTORY OF WESTERN CIVILIZATION. This is a three-hour course throughout the year which traces the cultural developments of the western world from early times to the present. It includes significant developments in the Americas as they form a part of the continuous evolution of western civilization. This course is not a history of western civilization in the conventional sense, but rather a course dealing with the problems and achievements of our cultural heritage.

THE AMERICAN POLITICAL PROCESS. This is a three-hour one semester course ordinarily taken in the sophomore year. In general, it involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision-making. More specifically, it centers on the study of political behavior within the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives and courts.

WORLD ISSUES. This is a three-hour one semester course which analyzes the dynamic forces in international politics. The general topics include social modernization, totalitarianism, the Communist countries, the Atlantic Alliance, the revolution in military technology, and the American response to the world.

AREA IV—AESTHETIC ACHIEVEMENTS

THE ARTS. This is a three-semester course, three hours each semester, correlating work in the visual arts, drama, prose, fiction, poetry and music. It should be taken as a sequence ordinarily in the sophomore and junior years. The purpose of the course is to present the several arts as experience in which the student may share actively and intelligently. The student is encouraged to enjoy significant works of the past and the present, to understand something of their forms and intentions, to find relationships among works in different media, and to develop a personal point of view and critical ability. She is encouraged also to participate in activities in the creative arts on the campus and in the community through a program requiring an evaluation of recommended concerts, plays, novels, art exhibits and dance recitals.

AREA V—ORGANIZATION OF EXPERIENCE

KNOWLEDGE AND VALUES. This is a unit of two three-hour courses, one in the sophomore year and another in the senior year. The unit is concerned primarily with problems raised by moral and religious experience and by man's desire for unity in his vision of existence.

ASIAN PHILOSOPHY. A three-hour semester course which may be taken in the senior year in place of the senior unit of Knowledge and Values. The course emphasizes the philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements.

In addition to the above area courses, there are requirements in:

FOREIGN LANGUAGE. Every student must establish the fact that she has a reading ability in one foreign language. This may be accomplished either through a proficiency examination or course work. (See the College Language Requirement, pages 40 and 73.)

ENGLISH REQUIREMENT. Because writing is best learned in subject matter content, the familiar freshman English course is not offered at Chatham. Instead, all freshmen, unless exempted by the department, are required to elect one of the following English courses: Content and Form in Contemporary Literature; the Dimensions of Poetry; Mythology, Epic and Ballad; or Advanced Exposition.

EFFECTIVE SPEECH. This is a three-hour, one semester course. It is correlated with basic courses from which discussion materials are provided as a basis for practice in oral discourse.

PHYSICAL EDUCATION. This is a four-semester requirement with electives in team sports, individual and dual sports, aquatics, and dance.

The above courses constitute the curriculum of basic education.* In the average student program, they total less than half of the requirements for graduation. Not all this work will be taken in the first two years, but rather it is spread throughout the four years.

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*Further description of these courses may be found on pages 45-48.

Fulfillment of any one or more of these academic requirements may be achieved by passing exemption examinations. Through the exemption examinations a student may establish her right to move on to advanced courses.

Basic education and specialized work should both be parts of a continuous process. They should be correlative and not concentrated at any one time as if to indicate that they have no relationship with one another. Both basic and individualized education are necessary for a complete over-all education.

Individualization takes three forms: (1) attention to the particular problems of each student in fulfilling the requirements in basic education; (2) provision of an adequate guidance program to assist the student in making decisions and adjustments from the time of admission through to placement after graduation; and (3) development of a sufficiently flexible curriculum to serve specialized and avocational needs.

In regard to the latter, the faculty of Chatham believes that every student should achieve competence in one particular area and also a deep interest in avocational activities. The faculty, therefore, has determined that approximately one-quarter of the four-year program shall be devoted to concentration in one or more fields of study, and approximately one-quarter should be devoted to elective studies which the student pursues of her own free will. Above all other considerations, it is a balance between basic and individualized studies which is important at Chatham College.

To fulfill the requirement in concentration, the College offers two choices: a field major and an interdepartmental major.* A field major involves advanced work in a specific field such as English or economics. An interdepartmental major involves advanced courses developed around a particular subject such as American civilization, the modern community, or comparative literature. The plan thus provides for the greatest possible leeway in exploring and exploiting special interests within the framework of a liberal arts curriculum.

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*Further description of these majors may be found on pages 40 and 41.

One important development in this individualized phase of educational preparation has been the inauguration of a tutorial requirement for all seniors representing six hours of academic credit which will be reserved until the conclusion of the tutorial. The purpose of the tutorial is to provide each student with discipline in self-directed education. The student meets regularly with a faculty member to discuss progress on a project of her own choosing, preparatory to the writing of a research paper. This paper is defended orally before a committee of three faculty members.

It will be readily granted that success of this or any curriculum will be determined finally by the quality of teaching. The instructor must be a leader, a stimulating one. He must be an example, an impressive one. But above all, he must be a learner—in advance of his students, to be sure—and a person whose own enthusiasm for great thoughts and a rich experience is contagious.

Knowledge of fact is obviously not the sole goal of education. The curriculum is but a composite of materials with which to deal. Skills acquired, attitudes and beliefs developed and refined—these also are a part of the mortar of life. They can be most effectively learned indirectly. Courses in them are formal and artificial. The realization of their importance on the part of an able faculty will cause them to become basic in every contact inside and outside the classroom. They will be learned not because they are taught as separate disciplines but because they are an integral part of the entire program of the College.

Chatham College

THE COLLEGE

The College

THE PAST

Chatham College is the result of the efforts of many devoted men and women who have built and are building their lives into it. Its story begins with the Reverend William Trimble Beatty, first pastor of the Shadyside Presbyterian Church, who, with the backing of a group of civic-minded Pittsburghers, took the initiative in establishing a college for women in Pittsburgh.

The year was 1869. The College began as Pennsylvania Female College, founded to offer an educational program to young ladies comparable to the finest offered young men. In its early days it consisted of a "tract of between ten and eleven acres of ground at Shadyside, in the city of Pittsburgh." The first Board of Trustees selected the house and grounds of Mr. George A. Berry as the College site. For many years, the College Catalogue carried this description: "The location is the most commanding and beautiful site within the bounds of the corporation; being free from the smoke and dust of the city, perfectly retired, and yet within three minutes' walk of the Oakland Horse Cars."

Pennsylvania Female College, unlike many women's colleges which began as seminaries, was from the beginning a fullfledged college. The College offered courses in languages, both modern and ancient, English literature, mathematics from arithmetic to trigonometry, natural sciences, geography and history, and the fine arts with emphasis on classical training.

From the opening day of the College, the trustees were immediately pressed by a need for expansion. It was decided to build an extension which would more than double the size of the original building.

For nearly a score of years, the College consisted of this single building. In 1888, a cornerstone was laid for Dilworth Hall, made possible by a bequest from one of the founders, Mr. Joseph Dilworth. In 1892, a one-story gymnasium was erected. College expansion was beginning.

On June 28, 1890, the name of the corporation was changed to Pennsylvania College for Women, with the action to amend the charter being started through student petition to the Board of Trustees.

The College continued to grow. In 1897, a fourth story was added to Berry Hall, as well as a large west wing, providing for more dormitory space. At the same time, a second story was added to the gymnasium in order to house the music department.

In the following year, the resident students organized a student government program. This, in the form of the Student Government Association, was extended to the entire student body in 1913.

Woodland Hall, the first building devoted entirely to dormitory space, was erected in 1909. The next year saw the addition of a house for the president. World War I interrupted the development program, but in the spring of 1923 a new modernization and expansion program was adopted.

The following years showed rapid change: an L-shaped wing was added to Woodland Hall as well as a new dining hall. A heating plant was constructed in 1929, and in 1930 the Louise C. Buhl Hall of Science. This hall was named in memory of the wife of the late merchant and well-known philanthropist of Pittsburgh, Henry Buhl, Jr. Shortly after this, the James Laughlin Memorial Library was constructed. This was the gift of Miss Anne Irwin Laughlin in memory of her grandfather, the first president of the Board of Trustees.

In 1936, after prolonged study made by the faculty, the curriculum was reorganized into Lower and Upper Divisions.

In the Lower Division, the student would acquire knowledge of the major fields of human thought. In the Upper Division, the student would concentrate in the field of her special interest and ability. This program, the groundwork for the present basic education program, had the dual aim, the faculty believed, of providing a broad cultural background and an opportunity for specialization.

The size of the campus was doubled and two new buildings were added through the generous gift in 1940 of Paul Mellon. He presented the College with the residence and grounds which had belonged to his father, Andrew W. Mellon, former Secretary of the Treasury and famed financier.

In the following thirteen years, the College saw an addition to Fickes Hall, the acquisition of Beatty Hall, the new Chapel, the Alumnae Dining Hall plus a new wing which included an infirmary and dormitory space in Woodland Hall, Gregg House, Mary Acheson Spencer House, the new Physical Education Building and athletic field, and three new buildings to replace the original College buildings. Thus the College became one of the best equipped small colleges in the country.

Benedum Hall was given to the College by the Claude Worthington Benedum Foundation in 1960 in honor of Michael L. Benedum and Sarah Lantz Benedum. This structure, originally named Greystone, was the home of the Benedum family for nearly fifty years. Included in the gift were eight acres of property and Gateway House. In 1962-63 the College received through gift a large tract of land on Fifth Avenue and acquired through purchase the handsome home on Woodland Road now known as the newer Berry Hall, as well as Pelletreau Hall, a two-unit apartment structure on Fifth Avenue. In 1965 the College received as a gift the home of Julia and James Rea, and in 1966 the Marjory Rea Laughlin home, both of which are located on Woodland Road across from Andrew W. Mellon Hall.

Currently the College has an endowment of over eleven million dollars in market value.

In 1946, the foundation of the present curriculum was introduced, a development which placed Chatham among the pioneers in curricular progress in the post-war period.

The name Pennsylvania College for Women was changed to Chatham in 1955. This was done to eliminate the confusion caused by its close resemblance to the names of other institutions. The name was chosen in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the city of Pittsburgh is named.

THE CAMPUS

Following the vision and purpose of its founder and continuing a liberal arts non-sectarian pattern, Chatham constantly strives to provide students with the best in education in an unusually attractive physical environment.

Located in the most beautiful residential section of Pittsburgh, Chatham with its greatly expanded campus provides all the advantages of a country campus. At the same time, it has the advantage of being within a short distance of theatres, museums, libraries, the symphony hall, and the Buhl Planetarium.

The student body has expanded from one hundred and twelve to today's enrollment of six hundred and fifty. The campus also has expanded to meet the growth of the College: there are now forty buildings, including a number of faculty homes, on approximately fifty acres of rolling, wooded grounds.

Dominating the Chatham landscape is the Chapel which seats seven hundred people and which has a four-manual Moeller organ with carillonic bells. The bells are played for ten minutes before religious services and each evening just before dinner. On the ground floor of the Chapel are a large lounge, meditation chapel, a choir room, and offices.

Adjacent to the Chapel in the quadrangle of buildings is the James Laughlin Memorial Library which contains more than seventy thousand volumes. Like the Chapel and all buildings in this integral part of the campus, it is Georgian in architecture. The reading room, with its wide tables, individual lights, and comfortable chairs, is a pleasant place in which to study. The browsing room, with its paneled walls and inviting lounge chairs, tempts one with its rare old volumes as well as with books of contemporary interest and the latest periodicals. On the lower floor are the periodical and reserve room, the historical room, seminar and private study rooms, and the microfilm room.

The Louise C. Buhl Hall of Science, which was completely renovated in 1966, has laboratories for the study of chemistry, biology, psychology, and physics, as well as the Earl K. Wallace Lecture Hall with facilities for the use of the latest audio-visual aids. The provision of individual laboratory areas permits assignment of a definite station to each upperclass student where she does all of her laboratory work. The Rachel Carson Memorial Reading Room on the lower floor has approximately four thousand books and journals. It honors one of Chatham's most distinguished alumnae.

A trio of buildings, dedicated in the spring of 1954, completes the quadrangle. They are the Cora Helen Coolidge Hall of Humanities, gift of the Buhl Foundation; the Laura Falk Hall of Social Studies, gift of the Maurice and Laura Falk Foundation; and the Arthur E. Braun Hall of Administration.

In these three buildings are individual faculty offices, classrooms which are ideally sized for the small instruction units which are an important part of Chatham's education program, space for extracurricular activities, psychology laboratories, music listening rooms, projection rooms, post office, lounges, bookstore, a modern snack bar, and the language laboratory.

Directly across the drive from Braun Hall is Woodland Hall, the largest of the eleven dormitories. In this residence hall are single and double rooms, as well as suites of two rooms. Woodland also houses the College dining rooms. Paintings from the College collection are on permanent display in the living and dining rooms.

Adjacent to Woodland is Dilworth Hall, a handsome red brick Georgian building housing sixty-six students and providing a suite for day students as well as an apartment for visiting scholars and lecturers. Separated from Dilworth by the Mellon orchard is the College infirmary, Lindsay Hall, which once was the home of the presidents of the College.

The grounds of Lindsay Hall are directly connected to the grounds of Andrew W. Mellon Hall, one time home of Andrew W. Mellon, industrialist and Secretary of the Treasury. Andrew W. Mellon Hall is a residence for forty-four students and contains bowling alleys and a tiled regulation-size swimming pool. Appropriate examples of painting and sculpture from the College collection, notably a large landscape by Corot, decorate the public rooms.

Near Mellon Hall is the Music Center, a smaller building which was originally a part of the Mellon estate. This building has a charming auditorium suitable for student recitals and studios for private and group lessons.

On West Woodland Road are the three and one-half acre recreation field and the Physical Education Center. This building includes a large gymnasium floor, seminar rooms, classrooms, dance studio, and offices. On the recreation field are a regulation hockey field and an archery range, and across the road are four all-weather tennis courts.

There are also facilities for picnics, and, in the cold weather, the Lodge (just off the playing field), with its large living room, open fireplace, and kitchenette, is an inviting place for informal gatherings.

Towards Wilkins Avenue on Woodland Road are the handsome Berry Hall, residence for students, and Gregg House, home of the President of the College and his family.

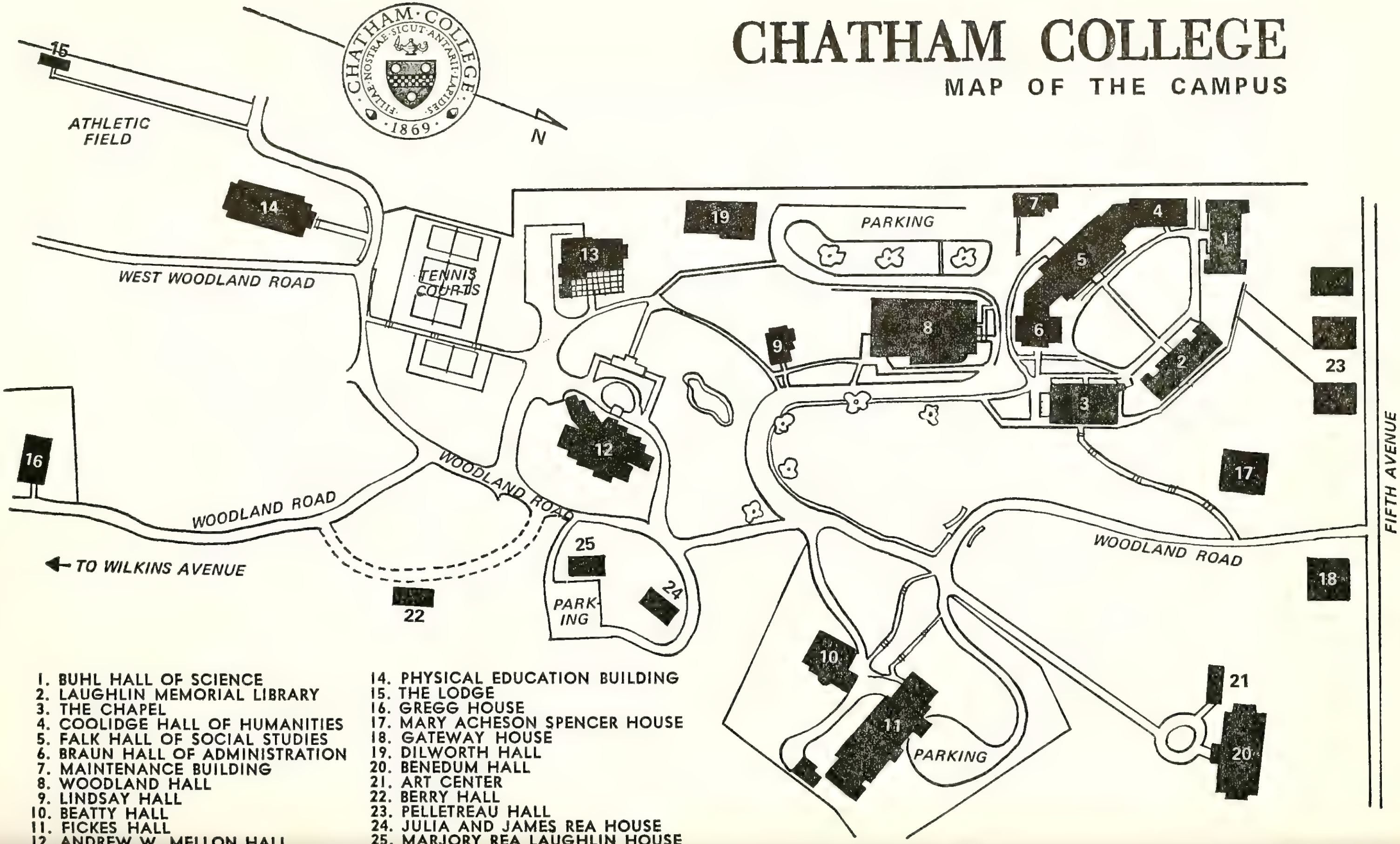
On the hillsides opposite Woodland Hall are five residence halls. Fickes and Beatty Halls, together with the Julia and James Rea House and the Marjory Rea Laughlin House, are characteristic of the homelike atmosphere which is one of the most appealing features of the Chatham residence halls.

Benedum Hall was once the home of oilman Michael L. Benedum. On the grounds of this estate is the Arts Studio, well supplied with natural light. Both of these buildings are situated high above Fifth Avenue and command an unequalled view of the city's Shadyside, East Liberty and Oakland districts. Terraced gardens connect the grounds of this estate with those of Gateway House, a fine example of American Gothic architecture.

Above Woodland Road from Gateway House is Mary Acheson Spencer House, the residence of the Executive Dean of the College. Down Fifth Avenue a short distance is Pelletreau Hall, a two-unit structure with thirty-nine student and faculty suites. Pelletreau Hall is connected to the main campus at the back of the Library by handsomely landscaped terraced steps. Faculty family residences extend up Murray Hill Avenue on one side of the campus.

CHATHAM COLLEGE

MAP OF THE CAMPUS


CHATHAM · COLLEGE · FILIAE · NOSTRAE · SICUT · ANTARII · LAPIDES · 1869
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WEST WOODLAND ROAD
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FIFTH AVENUE
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WOODLAND ROAD
WOODLAND ROAD
WOODLAND ROAD
25
24
PARK-ING
22
← TO WILKINS AVENUE
18
10
11
PARKING
21
20

1. BUHL HALL OF SCIENCE
2. LAUGHLIN MEMORIAL LIBRARY
3. THE CHAPEL
4. COOLIDGE HALL OF HUMANITIES
5. FALK HALL OF SOCIAL STUDIES
6. BRAUN HALL OF ADMINISTRATION
7. MAINTENANCE BUILDING
8. WOODLAND HALL
9. LINDSAY HALL
10. BEATTY HALL
11. FICKES HALL
12. ANDREW W. MELLON HALL
13. MUSIC CENTER
14. PHYSICAL EDUCATION BUILDING
15. THE LODGE
16. GREGG HOUSE
17. MARY ACHESON SPENCER HOUSE
18. GATEWAY HOUSE
19. DILWORTH HALL
20. BENEDUM HALL
21. ART CENTER
22. BERRY HALL
23. PELLETREAU HALL
24. JULIA AND JAMES REA HOUSE
25. MARJORY REA LAUGHLIN HOUSE

THE COLLEGE COMMUNITY

The College community of seventy faculty members and six hundred and fifty students drawn from many states and foreign countries provides a variety of experience and yet assures each student a distinctive place and individual consideration. Most of the classes at Chatham are small and the instruction is individualized. Half of the classes have no more than fifteen students enrolled, and the majority have no more than thirty. There is opportunity for seminar discussions and for numerous contacts with members of the faculty.

The quality of any educational institution is primarily dependent on the ability and training of the faculty. In this regard, Chatham is particularly fortunate. The faculty is composed of men and women who find that a close teacher-student relationship is rewarding. All have been selected for their teaching ability, their personal interest in students, and their ability to embody the ideals of the liberally educated person.

In the belief that students profit greatly from being instructed by and having access to creative teachers, Chatham has maintained an extremely creative faculty. From the faculty comes a steady flow of significant books and scholarly articles. In its membership are artists, musicians, dramatists, and scholars of distinction. In addition to the permanent members of the faculty, Chatham has established the policy of inviting nationally and internationally known artists and scholars to serve in residence.

Phi Beta Kappa, the nation's oldest and best known scholastic honor society, consists of 166 chapters in leading American colleges and universities, with Chatham among them. Students are elected to membership on the basis of sound scholarship, the promise of future creative scholarship, and a minimum grade point average. Chatham's chapter of Phi Beta Kappa is known as Omicron of Pennsylvania.

The students at Chatham are selected for their intellectual curiosity, character, and achievement. Different nationalities are represented each year in the student body. In recent years there have been students from Argentina, Colombia, Egypt, France, India, Iran, Japan, Korea, Lebanon, Pakistan, Peru, Switzerland, Thailand, and Hong Kong. Students, therefore, have opportunity to share experiences and to appreciate the cultural heritage of other students with diverse backgrounds, a factor of vital educational significance.

At Chatham College an attempt is made to have all offerings contribute toward the total educational development of the student. The climate conducive for maximum personal development of each student stems from our faith in and devotion to the Honor Code. Every student, upon admission, automatically accepts the Chatham College Honor Code, a code of living which reflects mutual respect, loyalty to and trust in the College, and acknowledgment of her obligations not only toward herself but toward her fellow classmates and the broader society. The Code becomes a vital part of each student's daily life. It encourages every student to learn to assume increased responsibility and, in turn, to receive increased freedom.

The community spirit of honor pervades every aspect of campus life—personal relationships, social situations, and all areas of academic and intellectual development. Dominant characteristics of Chatham College are the spirit of unity, intellectual individuality, and friendliness which reflect personal integrity. Students should not enroll at Chatham College if they are not willing to accept and abide by the Honor Code.

The College maintains a carefully planned advisory system. Faculty members serve as counselors to freshmen to advise them toward wise selection of their course work. When the student becomes a junior, one of the professors of her major field serves as her principal advisor, thus providing the student with the opportunity of establishing a closer student-faculty relationship at a more advanced level. Each residence hall has mature, responsible individuals or married couples serving as counselors. They meet regularly with student counselors and house officers to discuss residence hall planning and organization.

Residence hall life is an integral part of the total program of the College. Every effort is made to have student rooms and living rooms homelike and pleasant. Students whose parents live outside of Pittsburgh and its neighboring communities are required to live on campus. All students, whether resident or non-resident, may share in every College activity. Much of the social and activity program of the College centers in the residence halls where house dances as well as open houses are held at various times during the year. Non-resident students maintain their own organization centered around their five-room suite with living, bedroom, and kitchen facilities.

Students serve as voting or advisory members on almost all of the College's planning and policy committees.

The all-student Recreation Association provides such activities as field hockey, archery, basketball, softball, badminton, swimming, tennis, bowling, fencing, and canoeing. Arrangements are made for horseback riding and golf in nearby parks. Students are urged to enter into interclass sports competition in softball, basketball, and hockey as well as to try out for the varsity which competes with nearby colleges. In addition, individual sports championships are sponsored each year by the Recreation Association.

College publications provide an outlet for the writer, the artist, and the student with organizational and business abilities. The *Cornerstone* is the College annual, a pictorial and literary record of student life at the College; the weekly

newspaper, featuring current news of interest, is called *The Arrow. The Minor Bird* is an annual literary magazine to which all students are invited to contribute.

There are many opportunities for students with dramatic or musical abilities. The student interested in dramatics may write, stage, direct, or take part in the production of a play. The student interested in music finds recreational and educational openings in the choir, chorus, ensemble, and in Pittsburgh orchestra and choral groups.

Chatham College is non-denominational and welcomes students of all faiths.

The College believes that the development of spiritual and moral insight is an integral part of an educational experience. It has frequent inter-Protestant vesper services as well as weekly Episcopal communion and Roman Catholic Mass. Students are also encouraged to attend churches of their choice in the Pittsburgh area.

SPECIAL PROGRAMS

The many cultural facilities of the city of Pittsburgh offer superior programs, concerts, lectures, and performances of a wide variety. Chatham College's public programs are planned to provide for the student what is not otherwise easily available in Pittsburgh. The hour from 11 to 11:50 every Tuesday and Thursday morning is reserved for these all-campus programs. In addition, evening programs are scheduled at regular intervals throughout the year.

Following are the special programs and series scheduled during the year at Chatham. Listed on pages 32 and 34 are the lecturers, visitors and events presented during the academic year 1966-67.

THE CHATHAM VISITORS PROGRAM, first presented in 1963-64, is supported by a grant from the Laurel

Foundation and provides an opportunity for conversations between men and women of high distinction in American life and the students and faculty of the College. Each Visitor lives on the campus during his stay of several days to a week and there is no formal lecture or schedule. The program is intended as a dialogue providing insights at the highest level.

CONTEMPORARY ARTS SERIES, made possible by funds from the Buhl and Heinz Endowments, encourages an understanding of modern man's attempts to express his concern for meaning.

THE PERSPECTIVES SERIES, featuring discussions by America's leading philosophers and theologians, is sponsored by The Vira I. Heinz Fund of The Pittsburgh Foundation.

THE NON-WESTERN PROGRAM examines in depth an area of the world with a culture and civilization not strictly in the Western tradition. A series of lectures are given by leading authorities from across the nation. Previous years' programs have focused on India and the Hindu World, Latin America, Sub-Saharan Africa, Southeast Asia, the Soviet Union, and China. Africa will be studied in 1967-68. Funds from the Buhl Endowment and the Frick Educational Commission help to make this program possible.

THE PRACTICAL POLITICS PROGRAM brings to the campus, for addresses and discussions, visiting government officials and authorities in political activity, including candidates for major offices. The program is aided by a gift from The Maurice and Laura Falk Foundation.

LECTURERS, VISITORS AND SPECIAL PROGRAMS AT CHATHAM COLLEGE

1966-67

Chatham Visitors

GUNNAR MYRDAL, international economist and author

MARGARET WEBSTER, actress, directress and author

DANIEL P. MOYNIHAN, urban affairs specialist

GERMAINE BREE, humanist and expert in French literature

JACK TWORKOV, artist

Programs in the Arts

VIVECA LINDFORS AND THE STROLLING PLAYERS in *Three Boards and a Passion*

MARGARET WEBSTER in *The Seven Ages of Bernard Shaw*

JEWEL WALKER, performance in the mime

HENRY SPINELLI, pianist

WILL GEER in *An Evening's Frost*

RUSSELL WICHMANN, organist

LENOX QUARTET, Program of Contemporary Music

STEWART GORDON, pianist

Special Lecturers

BELL I. WILEY, Professor of History, Emory University

MARY S. CALDERONE, Executive Director of the Sex Education and Information Council of the United States

AMBASSADOR SOL M. LINOWITZ, United States Representative to the Organization of American States

The Non-Western Program (China)

GEORGE E. TAYLOR, Director, Far Eastern Institute, University of Washington

CHU-TSING LI, Professor of the History of Art, University of Kansas

MORTON H. FRIED, Chairman, Department of Anthropology, Columbia University

RICHARD LEWIS WALKER, Institute of International Studies, University of South Carolina

WING-TSIT CHAN, Gillespie Professor of Philosophy, Chatham College

ANTHONY Y. C. KOO, Professor of Economics, University of Michigan

W. A. RICKETT, Associate Professor of Chinese Studies, University of Pennsylvania

THEODORE H. E. CHEN, Director, Asian-Slavic Studies Center, University of Southern California

ROBERT A. SCALAPINO, Professor of Political Science, University of California at Berkeley

EDMOND O. CLUBB, East Asian Institute, Columbia University

A. DOAK BARNETT, Professor of Government, East Asian Institute, Columbia University

ROBERT KARR MCCABE, Associate Editor for International Affairs, *Newsweek*

The Perspective Series

ROBERT E. FITCH, Dean, Pacific School of Religion

JOSEPH FLETCHER, Professor of Christian Ethics, Episcopal Theological School

WALTER E. WIEST, Professor of the Philosophy of Religion, Pittsburgh Theological Seminary

COOPERATIVE ARRANGEMENT WITH CARNEGIE-MELLON UNIVERSITY

Chatham College and the Carnegie-Mellon University (formerly Carnegie Institute of Technology) sponsor a joint cooperative arrangement which allows students to enroll in certain classes at each other's institution without payment of additional fees.

The program operates under the following plan:

1. The cross-enrollment of students will be permitted only in courses not available at the student's own institution.

2. The approval of the responsible academic officers at both institutions will be required before a student from one college enrolls in courses at the other.

3. The student will register for the exchange course, pay tuition, and receive credit for the course at the institution in which he or she is enrolled. The credit he receives will apply toward his undergraduate degree.

INTERNATIONAL STUDIES PROGRAM

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students will have an opportunity to study in an inter-college, inter-disciplinary study of comparative communism. This program is supported by the Carnegie Corporation.

Three courses, Comparative Communist Economic Systems, Comparative Marxist Ideology, and Comparative Communist Political Systems, will be offered in 1967-68. Chatham students should inquire at the Office of the Executive Dean for information on prerequisites, time and place of course offerings.

THE ENVIRONS

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a happy combination of private and public interest, Pittsburgh has become, in recent years, one of the most vital and progressive cities in the United States.

Over two billion dollars have been spent by industry to modernize the city. Civic and cultural activities have not been allowed to lag. Chatham College is fortunate to have the cultural facilities of such a city within minutes of the campus.

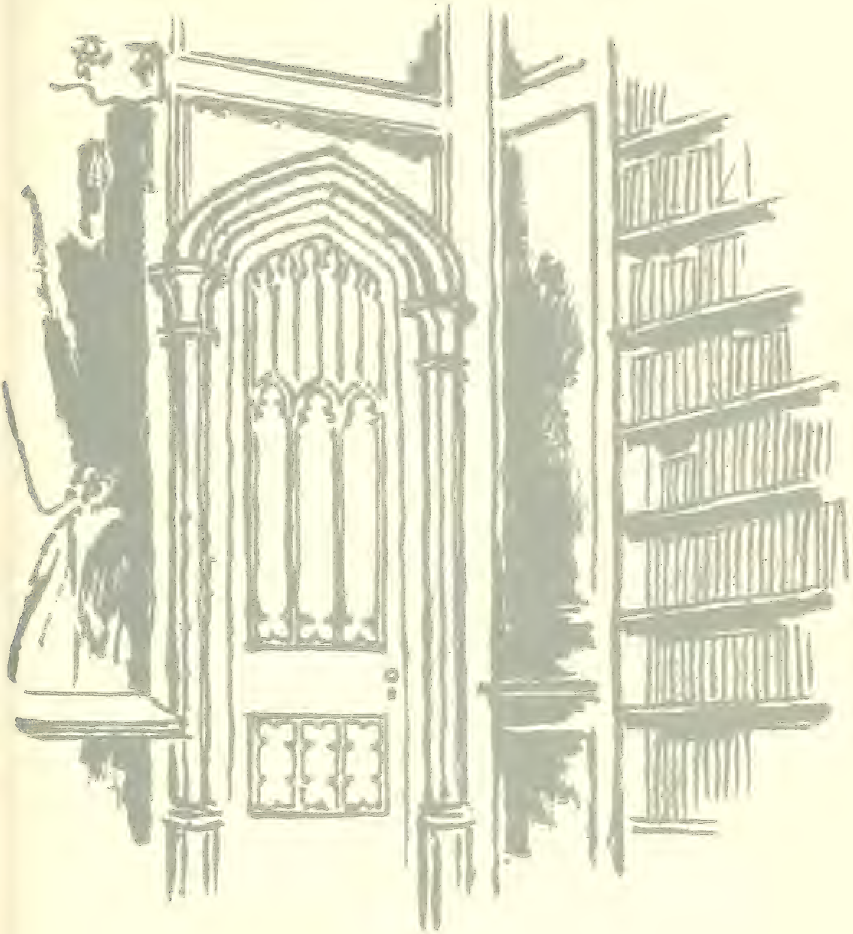
Sociology students work in city settlement houses; education students do student teaching in the surrounding schools; and choral students participate in concerts with orchestras and other instrumental groups.

Most Chatham students take advantage of the opportunity of attending the Pittsburgh Opera, the Pittsburgh Symphony, the Chamber Music Society, the International Poetry Series, and numerous other recitals and concerts.

The International Exhibition of Contemporary Painting, sponsored every three years by the Carnegie Institute, is both world famous and highly influential in the art world. The Institute also sponsors many special exhibitions, and these, together with its permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. At the Arts and Crafts Center, a few blocks from the campus, there are exhibits each month, and other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

The Carnegie Library of Pittsburgh is only a short distance from the campus and its large collection of volumes supplements the libraries of the colleges in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.

Chatham students participate in volunteer service projects in Pittsburgh. Tutoring groups aid local high school teachers and principals, and students serve in hospitals, neighborhood centers, youth organizations, and in a wide variety of health and welfare organizations.



COURSE OF STUDY

The Course of Study

REQUIREMENTS FOR GRADUATION

The requirements for graduation are:

1. Basic Curriculum requirements, including Effective Speech, four units of Physical Education, and one of the following English courses: Content and Form in Contemporary Literature; The Dimensions of Poetry; Mythology, Epic, and Ballad; or Advanced Exposition (by department permission):*

Social Sciences:	Twelve hours of course work selected from the courses of the Basic Curriculum in the Social Sciences. Selection can be made from courses in the History of Western Civilization, The American Political Process, World Issues, and Culture and Personality.
Humanities:	Fifteen hours of course work including nine hours in The Arts course. The remaining six hours may be in Knowledge and Values or three in the sophomore Knowledge and Values and three in Asian Philosophy.
Natural Sciences:	Twelve hours of course work to be selected from year courses in the Basic Curriculum in the Natural Sciences. Selection can be made of two courses from the Basic courses in Biology, Astronomy, Chemistry, Mathematical Physics, and Psychology.

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*A student will be excused from any required course in which she has established, by passing an exemption examination, that she has achieved the objectives of the course.

2. The demonstration of a reading ability in one foreign language.
3. The completion of an approved major.
4. The completion of a tutorial in a major field.
5. The completion of 124 semester hours of credit.
6. The achievement of a cumulative point standing of 2.00, a C average.
7. The completion of the Senior General Examination.

CHATHAM SCHOLARS

Outstanding students, selected by the Executive Dean at any time after the freshman year, may have the opportunity to develop especially designed programs. With the advice of their advisor certain Basic courses may be omitted.

DEGREES

The Degree of Bachelor of Arts

Students are recommended for the degree of Bachelor of Arts upon satisfactory completion of the requirements for graduation with a major approved for the Bachelor of Arts degree.

The Degree of Bachelor of Science

Students are recommended for the degree of Bachelor of Science upon the satisfactory completion of the requirements for graduation with a major in chemistry or in biology.

MAJORS (See page 15.)

Field of the Major

Students meeting the requirements for admission to the junior class are accepted as majors in the following fields: art, drama and speech, economics, English, French, German, history, mathematics, music, philosophy, political science, psychology, sociology and anthropology, and Spanish—leading to the degree of Bachelor of Arts; biology and chemistry—leading to the degree of Bachelor of Science.

Students interested in a pre-medical course of studies should consult with Dr. Chmura in the biology department; those interested in pre-law, with Dr. Ossman in political science.

Each department lists its major requirements at the beginning of the catalogue section presenting its courses. To the Basic Curriculum credit requirements and to the requirements of the department must be added a sufficient number of elective credits to complete the 124 semester hours required for graduation.

INTERDEPARTMENTAL MAJORS

An interdepartmental major is offered for the superior student who desires as comprehensive an academic program as possible. By cutting across departmental lines many combinations of courses are possible. A student electing this major may combine subjects with reference to individual interests and objectives.

An interdepartmental major requires that a student take a minimum of 24 hours, including the tutorial, in one field and at least 18 hours in a second academic discipline.

Students may major in a program of American Studies supervised by a faculty committee including Dr. Andrews, Dr. Bonn and Dr. McGuire. Any student interested in majoring in American Studies must consult with a member of the committee in preparing her schedule of classes.

HONORS

Honors are conferred annually and at Commencement as follows:

High Honors: a cumulative average of 3.75 or above
Honors: a cumulative average of 3.40 to 3.74

Selected upperclassmen are elected to the Omicron of Pennsylvania Chapter of Phi Beta Kappa annually. (See page 27.)

DEAN'S LIST

A student achieves Dean's List when she maintains a semester average of 3.25 or better for two consecutive semesters.

DESCRIPTION OF COURSES

Description of Courses

BASIC CURRICULUM

AREA I

Culture and Personality

105. An interdisciplinary examination of the relationships between human social and psychological life as revealed in a variety of materials of the behavioral sciences. The course will consider anthropology, sociology, and political science where these fields confront psychological issues and processes. Open to juniors and seniors; open to sophomores with permission. Three credits, second semester.

AREA II

Natural Sciences*

1-2. ASTRONOMY. An introduction to man's knowledge of the astronomical universe with emphasis on how this knowledge was obtained. The solar system, the Milky Way, and the Metagalaxy will be discussed. Current concepts of origin and evolution in the physical universe will be stressed. A visit to the Allegheny Observatory is included. Three recitations and a two-hour laboratory period weekly. Three credits each semester.

1-2. BIOLOGY. A study of the principles revealed by living organisms. Three recitations and a two-hour laboratory weekly. Three credits each semester.

1. CHEMISTRY. Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly. Three credits, first semester.

2. CHEMISTRY. Application of observations, hypotheses, theories, and laws to selected topics in chemistry important for informed citizenship in the modern world. A terminal course. Prerequisite: Chemistry 1. Three recitations and a two-hour laboratory weekly. Three credits, second semester.

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*In addition to the Basic Curriculum requirements a student may elect one or more semesters of a science with permission of the instructor.

Note: Chemistry 3 may be substituted for Chemistry 1, and Chemistry 4 may be substituted for Chemistry 2 in the Basic Curriculum. (See page 54 for description of these courses.)

1-2. ELEMENTARY MATHEMATICS-PHYSICS I, II. An introduction to the fundamental concepts of physical mechanics and concepts of mathematical analysis which are employed in order to formulate physical theory. Three lecture-discussion periods and a two-hour laboratory weekly. Three credits each semester.

1-2. PSYCHOLOGY. An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum weekly. Three credits each semester.

AREA III

SOCIAL RELATIONSHIPS

1, 2. HISTORY OF WESTERN CIVILIZATION. A cultural history including the most essential factors in the rise of western civilization, its Judaic-Christian and Graeco-Roman origins, the medieval synthesis, the development of modern European civilizations, and its expansion to the present day. It includes significant developments in the Americas as they form part of the continuous evolution of western civilization. Three credits each semester.

101. THE AMERICAN POLITICAL PROCESS. This is a three-hour course ordinarily taken in the sophomore year. In general, it involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision-making. More specifically, it centers on the study of political behavior with the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives and courts.

105. WORLD ISSUES. An analysis of the dynamic forces in international politics. The general topics include social modernization, totalitarianism, the Communist countries, the Atlantic Alliance, the revolution in military technology, and the American response to the world. Three credits either semester.

AREA IV

AESTHETIC ACHIEVEMENTS

THE ARTS. A three semester sequence in the humanities taken in the sophomore and junior years. The Arts builds upon the freshman course in History of Western Civilization and upon the sophomore philosophy course. Although the materials of the course are correlated, they include a semester of art history, a semester of music history, and a semester of literature (fiction, poetry, and drama).

The Arts emphasizes distinctions among the several arts and integrating social and aesthetic principles. An awareness of tradition is encouraged through the study of great works of the past, and this study is related, in turn, to the contemporary scene. A program of independent reading and critical reviews of concerts, plays, art exhibits, and dance recitals in the community helps the student to formulate critical standards and to develop a personal philosophy. One lecture and two seminars each week. Three credits each semester.

1. THE ARTS. Form and content: Elements of the various arts. Our heritage from "classical" art, as exemplified in works from Greek classicism and from re-interpretations of Greek and Roman classicism in the Renaissance and the seventeenth and eighteenth centuries.

101. THE ARTS. Our heritage from the Biblical tradition in the Middle Ages and the Renaissance. Growth of individualism in the arts. The development of realistic and impressionistic arts in the nineteenth century.

102. THE ARTS. Some major developments studied through major artists of the twentieth century.

AREA V

ORGANIZATION OF EXPERIENCE

151, 152. PHILOSOPHY. KNOWLEDGE AND VALUES. Three hours in the sophomore and three hours in the senior year. A study of problems raised by moral and religious experience. The course requires the student to think critically about traditional views as well as her own values and to attempt a coherent view of her commitments.

151. Sophomore year. Three credits either semester.

152. Senior year. Three credits either semester.

153. ASIAN PHILOSOPHY. Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation.

In addition, the following are required:

FOREIGN LANGUAGE. A reading knowledge of a foreign language is required of all students. (See page 73.)

ENGLISH REQUIREMENT. Because writing is best learned in subject matter content, the familiar freshman English course is not offered at Chatham. Instead, all freshmen, unless exempted by the department, are required to elect one of the following English courses: Content and Form in Contemporary Literature; the Dimensions of Poetry; Mythology, Epic and Ballad; or Advanced Exposition.

Help in maintaining basic college level literacy may be had through personal conferences with the member of the English Department currently serving as English Consultant. Students may apply directly to the Consultant or they may be referred by instructors in any department.

EFFECTIVE SPEECH. A general introductory course designed to train the student to achieve a natural, effective manner of speaking. Speech materials are selected from subjects related to the curriculum and to the community. Required in the sophomore year. Three credits either semester.

PHYSICAL EDUCATION: SPORTS, AQUATICS, AND DANCE. On the basis of the student's ability, physical condition and past experiences, classes are organized to develop skill and to provide recreational value in each activity throughout the year. One credit each semester.

DEPARTMENTS OF INSTRUCTION

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as French 1-2—the course may not be entered second semester without permission and no credit is given for one semester's work. If the numbers of a year course are separated by a comma—as Art 3, 4—the course may be entered either semester and taken for credit.

It should be noted that certain courses may not be taken unless a prerequisite has first been fulfilled. In some instances, prerequisites may be fulfilled by examination.

The College reserves the right to withdraw any course which is not elected by a sufficient number of students.

Graduation credits are indicated in terms of semester hours for each course listed in this section.

Each student is required to complete a tutorial in her major field.

ART

Students majoring in art must take a minimum of thirty-four hours in the department including the tutorial in art. The Arts course is not considered part of the major. All students majoring in art will take Art 3, 4 and Art 121, 122. The student may then choose to complete her major in art with either of the following two programs.

PAINTING AND SCULPTURE

Twelve hours in one area: Art 5, 6, 7, 8, 17, 18 or Art 9, 10, 19, 20. It is expected that each major will be able to take six more hours in the alternate studio course and/or Art History.

ART HISTORY AND CRITICISM

Twelve more hours of Art History.

Electives in Philosophy 109 and Languages, particularly French and German, are recommended.

ART AND EDUCATION: Participation in a program combining the areas of Art and Education must be planned with the chairman of each of these departments.

3, 4. STUDIO ARTS. An exploration of three studio areas (basic drawing, printmaking, and painting). The course is designed as a one-year sequence of three parts. The first semester acquaints the student with drawing materials and leads to a segment of printmaking. The second semester continues the printmaking techniques and develops into an examination of painting fundamentals. Three credits each semester.

5, 6. DESIGN. A study of the structural principles of two-dimensional and three-dimensional design. The visual use of form, texture, and color relationship. A variety of basic media and materials will be used. Three credits each semester.

7, 8. DRAWING AND PAINTING. An introduction to the oil medium in problems involving still-life, landscape, figure painting, and subjects of the student's own initiation. Three credits each semester.

9, 10. DRAWING AND SCULPTURE. A study of sculptural elements through various problems in composition and in a variety of materials such as clay, stone, plaster, wood and metal. Drawing from the model is given regularly. Three credits each semester.

15. ADVANCED DESIGN. A study of printmaking and the special design requirements for the graphic media of woodblock, wood-engraving and etching. Three credits, first semester.

16. ADVANCED DESIGN. A study of ceramic form and design with instruction in throwing on the wheel as well as hand building. The techniques of glazing and firing are studied as an integral part of the course. Three credits, second semester.

17, 18. ADVANCED DRAWING AND PAINTING. While continuing the disciplines taught during the first year, the student will be expected to work more independently. The student will undertake the analysis of the composition and technique of an artist or artists that interest her. The choice of media will be enlarged to include watercolors and various tempera media. Three credits each semester.

19, 20. ADVANCED DRAWING AND SCULPTURE. The further understanding and control of modeling and carving. Included will be problems of casting and metal construction. Three credits each semester.

121-122. SURVEY OF THE HISTORY OF ART. An historical and analytical survey of Western Art from ancient times through the nineteenth century, including the areas of painting, sculpture and architecture. First semester serves as a prerequisite for second semester. Three credits each semester. Not offered 1967-68.

123. ANCIENT ART. A survey of art from the ancient world starting with the Minoan and Mycenaean Age and extending through the Greek and Roman periods. Three credits, first semester.

124. MEDIEVAL ART. Major developments in art of the early Christian, Byzantine, Romanesque and Gothic periods. Three credits, second semester.

125. PROBLEMS IN MODERN ART. Art from the Impressionist period to the present with emphasis upon the ideological conflicts and critical problems raised by modern movements. Three credits, second semester.

133. AMERICAN ART. Art in the United States from the Colonial period to our own time. The course centers on two problems: the orientation of American artists to European culture and the development of national attitudes. Three credits, first semester.

135. ITALIAN BAROQUE. The classical and realistic currents and their development in Rome as seen in religious painting, sculpture and architecture. Three credits, first semester. Not offered 1967-68.

136. FRENCH AND SPANISH BAROQUE. The translation of these currents into the art of France and Spain, with attention given both to major and minor figures of the time. Three credits, second semester. Not offered 1967-68.

137, 138. ITALIAN RENAISSANCE ART. A survey of the art of Italy from Giotto to Tintoretto. The first semester will trace the development of painting from Giotto through the fifteenth century. The second semester will deal with the High Renaissance and the Mannerists. Three credits each semester. Not offered 1967-68.

141, 142. ADVANCED PROBLEMS IN ART. Individual instruction in advanced projects. The course may be taken only with the permission of the chairman of the department. Two or three credits each semester.

203-204. TUTORIAL. The art major choosing the area of Art History will do a research paper in the history and criticism of art, while the student focusing on painting or sculpture will develop a studio project which will culminate in a limited exhibition of her work.

BIOLOGY

Biology 1-2 is required of all majors and is a prerequisite for all other biology courses. Additional requirements for the A.B. degree in biology are Chemistry 1 and 4, to be completed before the senior year, and twenty-six additional hours in biology including six hours of tutorial. Mathematics 10 is strongly recommended. Students who take certain additional courses in chemistry and physics or mathematics receive the B.S. degree in biology.

1-2. BIOLOGY. See Basic Curriculum, page 45.

7. INVERTEBRATE ZOOLOGY. A study of taxonomy, life cycles, and ecology of the invertebrate animals. Two lectures and four hours of laboratory. Four credits, first semester. Not offered 1967-68.

8. COMPARATIVE CHORDATE ANATOMY. A study of the chordate body form in terms of how evolutionary changes, functional adaptations and morphological modifications have determined its structure. Two lectures and four hours of laboratory. Four credits, first semester.

101. GENERAL MICROBIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology and distribution. Prerequisite: Chemistry 1 or 3 and 4. Two lectures and four hours of laboratory. Four credits, first semester.

107. HISTOLOGY. A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Two lectures and four hours of laboratory. Four credits, first semester. Not offered 1967-68.

109. GENETICS. A study of the principles of inheritance in plants and animals. Recommended prerequisite: Mathematics 10. Three lectures and two hours of laboratory. Three or four credits (biology majors must take four credits). Second semester. Not offered 1967-68.

110. COMPARATIVE AND EXPERIMENTAL EMBRYOLOGY. A study of the normal developmental processes and experiments useful in elucidating mechanisms controlling morphogenesis. Two lectures and four hours of laboratory. Four credits, second semester.

111. BIOLOGICAL TECHNIQUES. An introduction to current research methodology in the biological sciences. Two lectures and four hours of laboratory. Four credits, second semester. Not offered 1967-68.

114. ANIMAL PHYSIOLOGY. A study of the functioning of cells, tissues, and organ systems of animals. Prerequisite: Chemistry 1 or 3. Two lectures and four hours of laboratory. Four credits, second semester.

115. ECOLOGY. A study of the interrelation between organisms and their environment. Two lectures and four hours of either laboratory or field work. Four credits, second semester.

121. BOTANY. The morphology, taxonomy and evolution of plants. Two lectures and four hours of laboratory. Four credits, second semester. Not offered 1967-68.

122. PLANT PHYSIOLOGY. The physiological and chemical reactions of plants in relation to the environment. Two lectures and four hours of laboratory. Prerequisite: Biology 121. Four credits, first semester.

126. PHYSIOLOGICAL PSYCHOLOGY. An examination of the science of bodily functions with special emphasis on the physiological basis of behavior. This course will give the student a fundamental knowledge of the neural and physiological processes and their relationship to the organism's adjustment to its environment. Prerequisite: Biology 1 or Psychology 1-2. Three credits, first semester.

130. SPECIAL TOPICS: Lectures and laboratories in areas of contemporary biology not covered in other course offerings. Four credits, first semester. Not offered 1967-68.

141, 142. INDEPENDENT STUDIES. For the exceptional student who has suitable preparation, an opportunity to study the subject matter of a course not regularly offered. Weekly conferences with the instructor. Three credits each semester.

201-202. TUTORIAL. Required of juniors majoring in biology. Discussions and consultations in preparation for Biology 203-204. One hour each semester.

203-204. TUTORIAL. Two hours each semester.

CHEMISTRY

Candidates for the A.B. degree in chemistry will take Chemistry 1 or 3, Chemistry 4, 105, 106, 107, 109-110, Mathematics - Physics 1-2, Mathematics - Physics 121-122 and Chemistry Tutorial 201-202, 203-204. Chemistry 108, 111, and 112 are optional.

Candidates for the B.S. degree in chemistry will take Chemistry 1 or 3, Chemistry 4, 105, 106, 107, 109-110, 111, 112, Mathematics-Physics 1-2, Mathematics-Physics 121-122, four semesters of German, and Chemistry Tutorial 201-202, 203-204.

1-2. CHEMISTRY. See Basic Curriculum, page 45.

3. STRUCTURAL CHEMISTRY. An introduction to modern chemistry emphasizing atomic, molecular, and solid state structures.* Admission by examination and/or departmental approval. Three lectures and three hours of laboratory. Three credits, first semester.

4. ELEMENTARY ANALYTICAL CHEMISTRY. Theory and practice of gravimetric and volumetric analysis with an introduction to inorganic qualitative analysis. Prerequisite: Chemistry 1 or 3. Three lectures and six hours of laboratory. Five credits, second semester.

105. ORGANIC CHEMISTRY. A study of the preparations, reactions, and properties of the common classes of aliphatic and aromatic compounds. Prerequisite: Chemistry 4. Three lectures and six hours of laboratory. Five credits, first semester.

106. ORGANIC CHEMISTRY. Reaction mechanisms and other theoretical aspects of the subject. Prerequisite: Chemistry 105. Three lectures and six hours of laboratory. Five credits, second semester.

107. ADVANCED ANALYTICAL CHEMISTRY. Primary emphasis on theory and practice of optical and electrical methods of analysis.

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*This course can be substituted for Chemistry B-1.

Limited discussion of modern methods of qualitative analysis, modern separation techniques, and applications of statistics in chemical analysis. Prerequisite: Chemistry 106, Chemistry 109; corequisite: Chemistry 110. Three lectures and six hours of laboratory. Five credits, second semester.

108. BIOCHEMISTRY. Study of carbohydrates, lipids, proteins, and animal metabolic processes. Prerequisite: Chemistry 105. Three lectures and six hours of laboratory. Five credits, second semester.

109-110. PHYSICAL CHEMISTRY. Descriptions of physicochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria, electrochemistry, kinetic theory and chemical kinetics. Prerequisite: Chemistry 4 and Mathematics-Physics 121-122. Two lectures, one recitation, and three hours of laboratory. Four credits each semester.

111. ADVANCED INORGANIC CHEMISTRY. Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from the various classes of inorganic compounds of current interest. Prerequisite: Chemistry 110. Three lectures. Three credits, first semester.

112. ORGANIC ANALYSIS. Systematic study of identification of pure organic compounds, involving a review of organic reactions, and their application as tests for the presence of various groups. Instrumental methods are included. Prerequisite: Chemistry 106 and Chemistry 110. Two lectures and six hours of laboratory. Four credits, first semester.

141, 142. INDEPENDENT STUDIES. For the exceptional student, an opportunity to study the subject matter of a course not regularly included. Weekly conferences with the instructor. Prerequisite: Chemistry 106 and the permission of the department. Three credits each semester.

201-202. TUTORIAL. Required of all juniors majoring in chemistry. Chemical library training in preparation for Chemistry 203-204. One hour each semester.

203-204. TUTORIAL. Eight hours of laboratory each semester. Two credits each semester.

DRAMA AND SPEECH

Students majoring in drama and speech are expected to take a minimum of thirty hours in the department including Drama 3, 4 and Drama 120, 121; Speech 10; Drama 5-6 or 101-102; Drama 103, 104 or 107, 108, 110, and the tutorial. Effective Speech is not considered part of the major.

Drama

3, 4. INTRODUCTION TO DRAMA. First Semester: A study of the meaning of the development of drama with focus on the play as theatre. Second Semester: An introduction to the principles of acting, directing, make-up, costume, and stage lighting. Students participate in play production. Open to freshman students. Three credits each semester.

5-6. ACTING. Study and presentation of selected scenes from dramatic literature illustrating the important styles in development from classical to contemporary times. Emphasis on character delineation as it relates to the dynamics of the play. Open to freshman students with permission of the instructor. Three credits.

101, 102. DIRECTING. A study of various objective expressions of drama. Scenes and one-act plays will be produced. Theatre-in-the-round and other modifications of conventional staging will be considered. This course will prepare students for leadership in college and community drama programs. Prerequisite: Drama 3, 4. Three credits each semester.

103, 104. DRAMATIC CRITICISM. The theory, practice, and history of selected dramatic criticism; play reading, play going, analysis, and critical writing. Three credits each semester.

107, 108. EARLY EUROPEAN DRAMA; MODERN EUROPEAN DRAMA. Advanced studies in the development of the drama from the classical to the contemporary period. Significant plays will be considered in relation to the theatrical and cultural conditions in which they originated and the permanent ideas they express. Three credits each semester. Not offered 1967-68.

110. AMERICAN DRAMA. The backgrounds of modern American Drama and the evolution of an American style in theatre arts. Emphasis will be upon the development of drama since 1918. Three credits, first semester.

120, 121. THEATRE WORKSHOP. Oriented around college productions. One hour weekly meetings for lecture or demonstration until the month of production when students participate in mounting the production on stage. One-half credit each semester.

141, 142. INDEPENDENT STUDIES. Three credits each semester.

203-204. TUTORIAL.

Speech

See EFFECTIVE SPEECH under Basic Curriculum, page 48.

10. ADVANCED SPEECH. Further work in Speech for students who have exempted Speech 1 or who wish to continue Speech after Speech 1. Panel discussion, debate, and individual speeches will be used to help the student toward a personal, persuasive style of delivery. Three credits, second semester.

ECONOMICS

Students majoring in economics are required to take the following courses: Economics 103, 104, six hours; Economics 119, 120, six hours; and the tutorial, six hours. In addition the major must take four from among the following courses: Economics 109, 111, 113, 114, 122, 133, 141, 142. An economics major has the opportunity to take certain economics courses at Carnegie-Mellon University but may do so only with the permission of the department and the Executive Dean. Those courses at Carnegie-Mellon available to the Chatham economics student are: Economics of the Business Firm, Economic Growth and Fluctuations in America, Workers and Unions in the American Economy, and Psychological Foundations of Industrial Behavior.

It will be noted that the economics course offerings fall into two general areas: domestic American economics and those courses relating to international economics. A student may focus in one or the other of these areas or take courses in both.

All students majoring in economics who intend to pursue graduate study in the field are required to take Mathematics 5 and/or Mathematics 10. Other economics majors not intending to do graduate work in economics are urged, but not required, to take the above mathematics courses.

In addition to securing an economics major by taking courses only at Chatham or by taking a combination of courses at Chatham and Carnegie-Mellon, it is possible to combine political science and economics in an interdepartmental major in political economics. There is increasing need for individuals with a background and facility in those problems and areas which concern both the economic and political institutions and processes of society.

103. THE AMERICAN ECONOMIC SYSTEM: MACROECONOMICS. The study of the development and the characteristics of the contemporary American economy. An analysis of significant concepts and principles influencing production, income, business cycles, investment, taxation, economic growth and governmental policies. Three credits, first semester.

104. THE AMERICAN ECONOMIC SYSTEM: MICROECONOMICS. Emphasis is placed on the basic factors acting upon the producer and the consumer and the influence of these factors upon the economy. Includes the study of supply and demand, prices, types of markets, distribution, factor earnings (rent, interest, profits, wages) and government policy in relation to business, agriculture and labor. Three credits, second semester.

109. MONEY AND BANKING. The study of systems of currency, credit, types of banks, monetary and credit policy, and systems of central banking. The Federal Reserve System: its organization and the

methods it uses to promote and protect the economic development of the country. Insurance: its principles, various types, organization, and its economic and social significance. Three credits, first semester.

111. MANPOWER ECONOMICS. A study of the labor supply and its relation to the economy. Particular attention is given to the union movement and labor legislation. Prerequisite: Economics 103 or permission of the instructor. Three credits, second semester. Not offered 1967-68.

113. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester. Not offered 1967-68.

114. INTERNATIONAL ECONOMICS. An analysis and history of international trade. An examination of the international monetary system and the role of tariffs and subsidies, capital movements and exchange control. Attention will be given to recent developments such as the European Common Market and the dollar problem. Prerequisite: Economics 103. Three credits, first semester. Not offered 1967-68.

119, 120. HISTORY AND PHILOSOPHY OF ECONOMIC THOUGHT. The evolution of economic philosophies, an analysis of leading historical and current philosophies, and a study of their possible effects upon the economic system. Prerequisite: Economics 103. Three credits each semester.

122. THE ECONOMICS OF UNDERDEVELOPED COUNTRIES. The special economic problems of underdeveloped areas and their efforts to promote economic growth. A study of the general structure, natural resources, national income, agriculture and marketing, money and banking, industrialization and problems of capital formation and the need for planned growth with stability. Reference will be made to the role of developed nations in assisting backward nations. Non-economic factors will also be examined insofar as they affect economic growth. Prerequisite: Economics 103 and/or permission of the instructor. Three credits, second semester. Not offered 1967-68.

133. SEMINAR: GOVERNMENT AND THE ECONOMY (Identical with Political Science 133.) An analysis of the major theoretical works in the fields of economics, political science and sociology dealing with the interrelationships between the government and the economy. Special attention will be devoted to the formulation and implementation of governmental policies in relation to business, labor, agriculture, and social welfare in the period 1933 to the present. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. Three credits each semester. With the permission of the Economics Faculty.

203-204. TUTORIAL.

EDUCATION

REQUIREMENTS FOR RECOMMENDATIONS FOR STATE CERTIFICATION IN TEACHING

Students are recommended to any state for secondary or elementary school certification when they satisfactorily complete the specific requirements of that state and the college major subject requirements for the bachelor of arts degree. All education students are required to take the National Teacher Examinations in their senior year.

The required professional course sequence for the secondary level includes Education 181, 182, 189, 190, 197, and 199 and Mathematics 5, 10 or an appropriate mathematics course. The required professional course sequence for the elementary level includes Education 181, 186, 187, 188, 195, and 198. Students preparing to teach on the elementary level are also required to take Mathematics 5 and acquire basic music skills if they do not already possess them. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching at either the elementary or secondary level.

181. INTRODUCTION TO EDUCATION. The American school system; its historic and philosophic antecedents; its growth and development within the American milieu; its potential and future. The teaching profession and the importance of the role of the teacher in American society. Comparative education; educational thought and practices in selected foreign countries as contrasted with education in the United States. Prerequisite to all education courses. Three credits, first semester.

182. PRINCIPLES OF SECONDARY EDUCATION. The American high school—urban and suburban. Goals of the curriculum and their reflection of changes in educational philosophy. The academic disciplines; their present role and apparent future goals. The adolescent; his characteristics and implications for the high school teacher. Guided observation in local schools reinforces on a practical level the theoretical considerations of the course. Three credits, first semester.

186. TEACHING OF READING AND THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. The nature and function of language as it relates to learning; classroom organizational patterns, materials, approaches, methods and specific techniques for the teaching of listening, speaking, reading, and writing; interrelationships of the language arts and the total curriculum, kindergarten through grade eight. Three credits, second semester.

20. MUSIC SKILLS WORKSHOP FOR ELEMENTARY TEACHERS. Instruction in the fundamental music skills — reading music, playing and singing simple melodies, using basic rhythm patterns, and learning to listen to music acutely. An exemption examination may be taken by a student who can demonstrate her abilities with the above skills. No credit, second semester.

187. TEACHING OF SOCIAL STUDIES, CHILDREN'S LITERATURE, MUSIC, AND ART IN THE ELEMENTARY SCHOOL. Materials, methods, techniques for the organization and teaching of the social studies program; content and guidance of the programs in children's literature, music, and art; correlation of language arts, social studies, and fine arts. Prerequisite: Education 186 and basic music skills. Three credits, first semester.

188. TEACHING OF ARITHMETIC AND SCIENCE IN THE ELEMENTARY SCHOOL. Curriculum, materials, methods and

specific techniques for the teaching of arithmetic, modern mathematics and science; content selection and arrangement; relationships of science and mathematics with attention to development of exact thinking, concepts, problem solving, and discovery methods. Prerequisite: Education 186, Mathematics 5. Three credits, second semester.

189. TEACHING OF READING IN THE SECONDARY SCHOOL ACADEMIC SUBJECTS. An overview of the elementary reading program as a base for understanding and improving techniques for developing skills applicable to the secondary student. Major emphasis upon readiness, comprehension, vocabulary development, silent reading, and oral reading through secondary academic subjects. Three credits, second semester.

190. GENERAL AND SPECIFIC TEACHING METHODS FOR THE SECONDARY LEVEL. General concern with the principles of effective teaching and learning techniques for individualization of instruction, motivation, evaluation of individual goal achievement, handling extra-class responsibilities, and fostering mental health in the classroom. Observation and practical experience in working with adolescents on an informal basis are arranged. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Three credits, second semester.

195. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observation and teaching on the elementary level in a public school, under the guidance of an experienced teacher and a staff member of the Education Department. Conferences and critiques with cooperating teacher, principal, education department staff member, and academic professors when appropriate. Registration by application. Six credits, first semester.

197. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Planned sequential observations and teaching on the secondary level in a public school. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, education department staff member, and the academic major professor. Registration by application. Six credits, first semester.

198. SENIOR SEMINAR FOR ELEMENTARY STUDENT TEACHERS. Exploration and analysis of specific problems encountered in student teaching; synthesis of materials and methods related to total school curriculum; relationships of measurement, evaluation, observation to identify instructional needs and evaluation of pupil performance. Three credits, first semester.

199. SENIOR SEMINAR FOR SECONDARY STUDENT TEACHERS. The analysis and discussion of problems of teaching approached historically, philosophically, and sociologically, based upon the practical experience and observation received from student teaching. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. Three credits each semester. With the permission of the Education Faculty.

203-204. TUTORIAL. Major field.

ENGLISH

Students majoring in English are expected to take a minimum of twenty-four hours in the department and the tutorial in English. The minimum requirement includes English 101, 111, 121 and one semester of Advanced Writing (131, 133, 134 or 135), one semester of Shakespeare, and one semester of Major American Writers. English majors should scrupulously observe all prerequisites.

4. CONTENT AND FORM IN CONTEMPORARY LITERATURE. Significant twentieth century fiction is selected to introduce the student to principles of literary criticism, with emphasis on close reading and on the ways in which the elements of fiction can be used. For freshmen only. Three credits, either semester.

5. THE DIMENSIONS OF POETRY. An exploration of the nature and variety of poetry and poetic forms: poems in English, past and present, studied for the relation between the quality of the poem and the techniques of poetry used. The course will emphasize the understanding, enjoyment, and evaluation of poetry. Open to freshmen and sophomores. Three credits, either semester.

101. ENGLISH LITERATURE FROM ITS BEGINNINGS TO 1616. Significant works in England, together with Continental influences upon them, from the Anglo-Saxon invasions of Britain until the death of Shakespeare. Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Poetry, prose, and drama of the Elizabethan Age. Primarily for sophomores, but second semester section open to freshmen by permission of the instructor. Three credits, either semester.

103. MYTHOLOGY, EPIC, AND BALLAD. Significant forms of narrative before the rise of the novel, with emphasis on mythology and folklore. Ovid's *Metamorphoses, The Iliad,* and *The Volsunga Saga* studied in translation, and independent readings from other European epics; English ballads. Open to all classes. Three credits, first semester.

104. CHAUCER. *The Canterbury Tales, Troilus and Criseyde,* and the minor poems, with attention to English culture of the Medieval period. Prerequisite: English 101, or permission of the instructor. Three credits. Not offered 1967-68.

105, 106. SHAKESPEARE. First semester, the major comedies, historical plays, and sonnets; second semester, the major tragedies. Primarily for juniors and seniors. (English majors should have had English 101.) Three credits each semester.

111. ENGLISH LITERATURE FROM MILTON TO THE ROMANTICS. Significant works in the development of English literature from Milton through Blake. Representative poetry, prose, and drama of the seventeenth and eighteenth centuries. Primarily for sophomores. Three credits, second semester.

113. MILTON AND THE METAPHYSICAL POETS. Lyric and reflective poetry of Donne and his followers, and the poetry and selected prose of Milton, with emphasis on the interplay of science and religion in the thought of these poets. Prerequisite: English 101 or English 103, and English 111, or permission of the instructor. Three credits, first semester.

115. THE EIGHTEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Richardson to Scott. Three credits, second semester. Not offered 1967-68.

121. ENGLISH LITERATURE, 1800-1900. Works representative of important cultural developments from Wordsworth to Shaw. Three credits, second semester.

123. NINETEENTH CENTURY ENGLISH POETS. Chief poets of the Romantic and Victorian eras. Prerequisite: English 121, or permission of the instructor. Three credits, second semester. Not offered 1967-68.

124. THE NINETEENTH CENTURY NOVEL. The development of the English novel as a literary form and as a reflection of the age, from Dickens to Butler. Three credits, first semester.

125, 126. MAJOR AMERICAN WRITERS. First semester: from the Colonial period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Second semester: from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, and Frost. Prerequisite: English 121, or permission of the instructor. Three credits each semester.

128. TWENTIETH CENTURY LITERATURE. A study of the tension of form and formlessness in the writer's attempt to articulate reality. Reading in such authors as Conrad, Lawrence, Faulkner, Yeats, Joyce, and Eliot. Three credits, second semester.

131. ADVANCED EXPOSITION. Emphasis upon diction, usage, and sentence structure; and on the organization of longer writings. Open to freshmen by permission of the department. Three credits, either semester.

133. WORKSHOP IN ELEMENTS OF IMAGINATIVE WRITING. Composition of fiction and poetry. Writing assignments will be designed to help the student gain facility with the elements of these two forms. Class discussion will center on the student's own works. Not open to freshmen except by permission of instructor. Three credits, first semester.

134. ADVANCED IMAGINATIVE WRITING. Designed to give students with ability and interest an opportunity to work on advanced projects in poetry or fiction. Emphasis on developing the direction of the individual student's talents. The course will alternate, concerning itself one year with fiction, another year with poetry. 1967-68: fiction. 1968-69: poetry. Prerequisite: 133 or permission of instructor. Three credits, second semester.

135. PRINCIPLES OF LITERARY CRITICISM. A seminar designed to develop the student's critical abilities and heighten her appreciation of literature by the study of literary theory and critical method in selected works by Plato, Aristotle, Horace, Longinus, Pope, and Coleridge, and by application of critical principles to works by Sophocles, Shakespeare, Wordsworth, Keats, Mann, Faulkner and Eliot. Open to seniors. Permission of the instructor. Three credits, first semester.

136. TRAGIC MODES. An exploration of the tragic patterns and their forms of expression in such works as Aeschylus, *The Oresteia;* Sophocles, the Theban plays; Euripides, *The Bacchae; Job; Luke;* Shakespeare, *Hamlet* and *Lear;* Milton, *Paradise Lost;* Ibsen, *Peer Gynt;* Conrad, *Lord Jim;* O'Neill, *Mourning Becomes Electra;* Camus, *The Myth of Sisyphus* and *Caligula;* Kafka, *The Trial.* Primarily for juniors and seniors. Open to others by permission of the instructor. Three credits, second semester.

152. SEMINAR. Advanced, largely independent studies in a particular problem in literature. A different problem and a different instructor each year. In 1967-68 this seminar will be studies in Melville. Open to qualified junior and senior majors only by permission of the Department. Prerequisites: English 125 and consent of the instructor. Three credits, second semester.

203-204. TUTORIAL.

FRENCH

See Modern Languages page 73.

GERMAN

See Modern Languages page 76.

HISTORY

Students majoring in history are required to take a minimum of three year-courses in the department (exclusive of History of Western Civilization) plus one semester of historiography and the tutorial. To assure a balanced program for the major at least one two-semester course must be taken in each of the following fields: U.S. History, Ancient and Medieval History, and Modern European History.

Study of a foreign language or languages, as well as appropriate supporting courses in political science, economics, literature, and philosophy, are strongly recommended. Students planning to take graduate work in history should be aware of the fact that a reading knowledge of the French and German languages is required of most candidates for an advanced degree in the better postgraduate institutions.

All advanced courses in the department unless otherwise indicated are open to upperclassmen, and to freshmen after consultation with the instructor.

1, 2. HISTORY OF WESTERN CIVILIZATION. See Basic Curriculum, page 46.

101. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the Ancient Near East; origins of science, religion, and law; the philosophic enterprise and political development of the Greeks; arts and archaeology of the period. Three credits, first semester.

102. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late-antique world, including its art and archaeology. Three credits, second semester. Not offered 1967-68.

111. HISTORY OF THE EARLIER MIDDLE AGES. Background in the patristic period; decline of Roman institutions; influx of new peoples and the formation of a feudal society; the Church and its influence; learning, literature, and the arts of the period. Three credits, first semester.

112. HISTORY OF THE LATER MIDDLE AGES. Rise of national institutions and international strife; developments in trade and rise of capitalism; conflicts between church and state; learning, literature and arts of the period. Three credits, second semester.

113. HISTORY OF EUROPE FROM 1300 TO 1600. A survey of developments in Europe in the Age of the Renaissance and Reformation. The origin of Renaissance trends in the late Middle Ages; Humanists and Humanism: demands and attempts at Reform; historiographical

problems; the relationship of Renaissance and Reformation. Three credits, first semester. Not offered 1967-68.

114. HISTORY OF EUROPE FROM 1648 TO 1815. A study of the Age of Enlightenment, with particular emphasis placed upon the major proponents of the dominant intellectual concepts of the age. Attention will be given to the impact of the Enlightenment and to the major attacks directed against its assumptions. As the cultural and intellectual center of Europe in this age, France is the main focal point of this course. Three credits, second semester. Not offered 1967-68.

121. NINETEENTH CENTURY EUROPE. The conflicting forces of conservatism, liberalism, nationalism, socialism, and imperialism from the Congress of Vienna (1815) to the First World War (1914). While the accent is on political history, due consideration is also given to social, economic, cultural, and intellectual developments. Three credits, first semester.

122. TWENTIETH CENTURY EUROPE. The First World War (1914-1918) and the peace settlement. Domestic and international developments of the interwar period; the struggle between democracy and tyranny. The Second World War (1939-1945) and the postwar era; changes in the political and social structure of the Continent. Three credits, second semester.

131. HISTORY OF EARLY MODERN BRITAIN. The historic growth of characteristic British institutions and culture from the origins through the seventeenth century. Major attention is given to developments in the Tudor and Stuart eras, with appropriate emphasis on social, economic, intellectual and political change. Three credits, first semester.

132. HISTORY OF MODERN BRITAIN. The continuing development of British institutions and culture from 1714 to the present. Domestic political reform, economic and social change, and intellectual movements are emphasized. The conclusion evaluates Britain's adjustment to conditions in the modern world, and her role in contemporary civilization. Three credits, second semester.

133. HISTORY OF THE BRITISH EMPIRE TO 1783. Beginning with exploration, acquisition and settlement of colonies, the course will focus on the evolution of British colonial policies, and the adoption and growth of British institutions and ideas throughout the Empire. Major attention will be given to the North American colonies, but they will be

placed within the broader context of the Empire as a whole. Three credits, first semester. Not offered 1967-68.

134. HISTORY OF THE BRITISH EMPIRE AND COMMONWEALTH FROM 1783 TO THE PRESENT. Continuing the general emphasis of the first semester, with additional attention given to changing British attitudes toward the Empire, its dissolution and current Commonwealth developments. A dual focus upon the colonies of settlement and the colonies of exploitation. Three credits, second semester.

141. INDEPENDENT STUDIES. An advanced course involving extensive reading, research papers, and weekly conference with instructor. Open to qualified juniors and seniors with permission. Three credits, first semester.

151. HISTORY OF TSARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Three credits, first semester. Not offered 1967-68.

152. HISTORY OF SOVIET RUSSIA. The crisis and collapse of the Tsarist regime, the Communist revolution of 1917, internal developments and foreign relations of the Soviet regime to the present time. Three credits, first semester.

161. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from Colonial times through the Civil War emphasizing political and economic factors as well as the history of Pennsylvania. Three credits, first semester.

162. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and giving some attention to the history of Pennsylvania. Three credits, second semester.

163. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science, and the arts. Three credits, first semester.

164. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American

scene since 1865, giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy and the arts. Three credits, second semester.

166. HISTORIOGRAPHY. A study of the development of historical thought based on the selected writings of the great historians. Also includes techniques of historical investigation and research and preliminary training for the work of the senior tutorial. Three credits, second semester.

170. SPECIAL TOPICS IN HISTORY: SEVENTEENTH CENTURY ENGLISH REVOLUTION. A seminar involving readings and discussion of historical literature dealing with the English Revolution, and research into selected problems. Permission of instructor. Three credits, first semester.

182. AN INTRODUCTION TO ASIAN CIVILIZATION. After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to western civilization and communism. Three credits each semester.

203-204. TUTORIAL. Three hours each semester.

MATHEMATICS

Students majoring in mathematics are expected to complete, as a minimum, the tutorial and eight courses in mathematics including Mathematics 1-2, 121, 105, 107, and 108 (Linear Algebra). In addition to electives available in the Department, courses may be taken for credit at Carnegie-Mellon University. Permission for such enrollment must be obtained from the department chairman and the Executive Dean. Courses in related subject matter are recommended: e.g., logic, the natural sciences, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of German, French, or Russian.

1. ELEMENTARY MATHEMATICS-PHYSICS I. An introduction to the fundamental concepts of physical mechanics and concepts of

mathematical analysis which are employed in order to formulate physical theory. Consideration is given to such concepts as time, length, mass, and force. Measurement and the expression of physical relationships motivate the development of techniques for statistical analysis of experimental data, numbers, coordinate systems, functions, vectors, limits, and the derivative. Lecture-discussion and laboratory. Three credits, first semester.

2. ELEMENTARY MATHEMATICS-PHYSICS II. A continuation of Elementary Mathematics-Physics I. Antidifferentiation and integration are introduced and applied to Newton's laws of motion, harmonic and rotational motion, many particle systems, the momentum and work-energy concepts, and the development and solution of first and second order derivative equations. Lecture-discussion and laboratory. Three credits, second semester.

5. INTRODUCTION TO MODERN MATHEMATICS I. History and logical development of the real and complex number systems. Prime numbers and the fundamental theorem of arithmetic. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions, coordinate geometry, and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: At least two years of college preparatory mathematics. Three credits, first semester.

6. INTRODUCTION TO MODERN MATHEMATICS II. Graphs and algebraic properties of elementary functions. Polynomials and topics from the theory of equations. Selected algebraic and geometric structures. Applications to the elements of probability. Prerequisite: Mathematics 5 or equivalent. Three credits, second semester.

10. ELEMENTARY STATISTICS. Statistical measures and distributions. Decision-making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: two years of college preparatory mathematics. Three credits, either semester.

105. INTRODUCTION TO MODERN ALGEBRA. Algebraic systems. Selections from the theory of numbers and the theory of polynomials. Introduction to linear algebra. Prerequisite: Mathematics 2 or Mathematics 6. Three credits, first semester. Not offered 1967-68.

106. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 2. Three credits. Not offered 1967-68.

107. ADVANCED GEOMETRY. Geometric systems. Projective geometry. Synthetic and analytic methods. Non-Euclidean geometries. Prerequisite: Mathematics 2. Three credits, first semester.

108. LINEAR ALGEBRA. Systems of linear equations. Vector spaces. Linear transformations and matrices. Applications to analysis. Prerequisite: Mathematics 2 or Mathematics 6. Three credits, second semester.

109, 110. ADVANCED ANALYSIS I, II. Topology of R^n. Limits, continuity, differentiability. The Riemann integral. Functions of several variables. Uniform convergence, infinite series, Taylor series. Improper integrals, multiple integrals. Differential geometry and vector calculus. Introduction to functions of a complex variable. Prerequisite: Mathematics 121. Three credits each semester.

121. MATHEMATICS-PHYSICS III. Application of concepts and techniques of mathematical analysis is made to the study of sound and heat. Limits, the mean-value theorem, Taylor polynomials, logarithmic and inverse circular functions, integration, and partial differentiation are considered and application of analysis is made to physical problems including the study of vibrating systems, waves, calorimetry, and thermodynamics. Four lecture-discussion periods and one two-hour laboratory meeting per week. Prerequisite: Mathematics 2 or equivalent. Five credits, first semester.

122. MATHEMATICS-PHYSICS IV. Line integrals, surface integrals, topics in analytic geometry, and elements of the theory of linear differential equations are considered in connection with the study of geometric optics, magnetism, electricity, and electro-magnetic phenomena. Four lecture-discussion periods and one two-hour laboratory meeting per week. Prerequisite: Mathematics 121. Five credits, second semester.

141, 142. INDEPENDENT STUDIES. For the exceptional student who has suitable preparation an opportunity to study the subject matter of a course not regularly included in the schedule of courses. Weekly conferences with the instructor. Prerequisite: Mathematics 121 or equivalent and the permission of the department. Three credits each semester.

203-204. TUTORIAL.

MODERN LANGUAGES

The College Language Requirement (See page 14). The ability to read a foreign language is a college graduation requirement. This requirement can be met by fulfilling satisfactorily any of the three following conditions:

1. Two to three years of a foreign language in secondary school and one year beyond 1-2 of the same language in college.
2. Two years of the same foreign language in college.
3. A score on the foreign language exemption examination equivalent to the national norm for two years of college study.

The Language Laboratory. A fully equipped language laboratory with listen-respond-record positions in all the student booths provides oral-aural training correlated with the formal classroom experience. Scheduled laboratory hours are required at the elementary and intermediate levels and library hours are available for advanced classes.

Study Abroad. Language majors may earn credits by participating in approved summer or junior-year-abroad programs offered by numerous colleges and universities throughout the country.

FRENCH

All courses are given in French.

Qualified freshmen and upperclassmen (those who have completed French 4 or the equivalent) who do not intend to major in French, but who wish to pursue a course in French literature, may take French 131 without additional prerequisites. If the student should later decide to major in French, this course may be offered as credit towards the major in lieu of French 134.

Freshmen and upperclassmen who have completed French 4 or the equivalent may also take one or another of the advanced language courses, 104, 105 and 106.

Literature courses numbered 111 through 130 may be taken concurrently with, but not prior to, 105, 106.

Requirements for a Major. Students majoring in French will take a minimum of 30 hours in French language and literature, including six credits in the tutorial. The beginning and intermediate courses (1-2 and 3, 4) are not considered part of the major.

Courses 104, 105, 106, 111, 132, 133 and 134 are required of majors. Those, however, who are able to demonstrate proficiency in one or more of these courses may, with the permission of the department, be exempted from them.

Majors will observe the following sequence of courses, except under unusual circumstances: Freshmen, 105, 106; Sophomores, 104, 111; Juniors, 132, 133; Seniors, 134 and the tutorial.

Literature courses numbered 111 through 130 may be taken *prior* to the three-semester course, The French Literary Tradition.

Students who are placed in French 3 or 4, as determined by a special examination given at the beginning of the freshman year, may fulfill the major requirements by doubling up in the sophomore year.

Basic Language Courses

1-2. BEGINNING FRENCH. The fundamentals of speaking, reading and writing. The audio-lingual approach is stressed. Classes meet four hours a week plus one hour of laboratory. Three credits each semester.

3, 4. INTERMEDIATE FRENCH. Improvement of one's command of spoken and written French through a review of grammar, along with readings in aspects of French civilization and representative literary texts. Classes meet four hours a week plus one hour of laboratory. Prerequisite: French 1-2 or equivalent high school training as determined by a placement examination given at the beginning of the freshman year. Three credits each semester.

Advanced Language Courses

104. GRAMMAR AND COMPOSITION. An intensive course in written French, emphasizing the finer points of grammar and style. Translation from English texts and free composition. Prerequisite: French 4 or equivalent. Three credits, first or second semester.

105, 106. PRONUNCIATION AND CONVERSATION. An intensive course in spoken French. The first semester is devoted mainly to giving the student an acceptable French pronunciation; the second, to improving her fluency. Prerequisite: French 4 or equivalent. Either semester may be taken independently. Three credits each semester.

Literature and Civilization Courses

111. FRENCH CIVILIZATION. The social, artistic, cultural and political background of modern France. Slides and musical selections from representative composers are used to supplement readings and lectures. Prerequisite or corequisite: French 105, 106. Three credits, second semester.

113. THE SEVENTEENTH CENTURY THEATER. A study of selected works of Corneille, Racine and Molière. Prerequisite or corequisite: French 105, 106. Three credits, first semester. Not offered 1967-68.

117. THE "PHILOSOPHES". A study of the works of such Age of Enlightenment figures as Montesquieu, Voltaire, Diderot and Rousseau from the point of view of their contribution to the shaping of the modern world. Prerequisite or corequisite: French 105, 106. Three credits, second semester.

122. THE SYMBOLIST AND PARNASSIAN POETS. A close analysis of the poetic techniques of Lautréamont, Baudelaire, Laforgue, Verlaine, Leconte de Lisle, Rimbaud, Mallarmé and others. Prerequisite or corequisite: French 105, 106. Three credits, first semester.

123. REALISM IN THE NINETEENTH CENTURY NOVEL. An examination of the concept of realism in literature through the study of selected works of Balzac, Stendhal, Flaubert, Mérimée, Zola and de Maupassant. Prerequisite or corequisite: French 105, 106. Three credits, second semester.

126. THE CONTEMPORARY NOVEL. Selected novels of Proust, Gide, Colette, Mauriac, Romains, Sartre, Camus and others. Prerequisite or corequisite: French 105, 106. Three credits, first semester. Not offered 1967-68.

127. THE CONTEMPORARY THEATER. The development of the modern theater from Jarry's *Ubu Roi* to Beckett and Ionesco, including such representative dramatists as Giraudoux, Claudel, Cocteau, Anouilh, Montherlant, Sartre and Camus. Prerequisite or corequisite: French 105, 106. Three credits, second semester. Not offered 1967-68.

130. SEMINAR: CAMUS AND SARTRE. Studies in particular areas of French literature or thought. In 1967-68, the works and thought of Camus and Sartre will be examined. Prerequisite or corequisite: French 105, 106. Three credits, first semester.

131. THE FRENCH LITERARY TRADITION IIIa. Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the Nineteenth Century Romantics, Realists, Symbolists and Parnassians, and of the leading authors and intellectual movements of the Twentieth Century. May be offered as credit towards the major in lieu of French 134. Prerequisite: French 4 or equivalent. Three credits, first and second semesters.

132, 133, 134. THE FRENCH LITERARY TRADITION I, II, III. An advanced course primarily for majors in French, but open to other qualified students. Should be taken in sequence. First semester: the Middle Ages and Renaissance. Second semester: the Classical Period and the Age of Enlightenment. Third semester: Romanticism, Realism, Symbolism, the Parnassians and the literary and intellectual movements of the contemporary epoch. Prerequisite: French 104, 105, 106 and 111 (104 and 111 may be taken concurrently). Three credits each semester.

141, 142. INDEPENDENT STUDIES. With the consent of the department. Three credits each semester.

203-204. TUTORIAL. Three credits each semester.

GERMAN

Requirements for a Major. Students majoring in German are expected to take a minimum of thirty hours of German, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103 or 104 are required of all majors; German 101, 102 are prerequisite to all advanced courses in literature.

1-2. BEGINNING GERMAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken German. Readings in scientific literature for science majors. Prerequisite: two years of secondary school German or German 1-2. Three credits each semester.

101, 102. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Medieval period to the present. First semester: from the twelfth to the nineteenth century, with major emphasis on *Das Nibelungenlied,* the Court Epic, and the Classical period. Second semester: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, and Naturalism. Lectures and discussion supplemented by practice in oral and written German. Prerequisite: German 3, 4 or satisfactory score on German placement test. Three credits each semester.

103. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic German. Prerequisite: exemption of language requirement in German and permission of department. Three credits, first semester.

105. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the classical period. Reading of representative works of Lessing, Schiller, and Goethe, including an intensive study of Faust, Part I. Prerequisite: German 101, 102. Three credits, first semester. Not offered 1967-68.

108. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism, and Naturalism. Prerequisite: German 101, 102. Three credits, second semester.

110. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, and Kafka. Prerequisite: German 101, 102. Three credits, second semester. Not offered 1967-68.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: German 101, 102 and permission of department. Three credits in any one of the following areas:

A—The Novelle in German Romanticism.
B—The Drama in the Nineteenth Century.
C—Lyric Poetry from the Classical Age to the Present.

203-204. TUTORIAL.

PORTUGUESE

1-2. BEGINNING PORTUGUESE. First semester: an intensive and accelerated course in basic Brazilian Portuguese designed for students of advanced Spanish with high linguistic aptitude. Practice in oral Portuguese; composition. Second semester: readings in the Brazilian short story of the nineteenth and twentieth centuries. Composition and conversation. Prerequisite: Spanish 3, 4 or equivalent and permission of department. Three credits each semester.

903, 904. INTERMEDIATE PORTUGUESE. First semester: readings in Portuguese literature. Critical analysis of texts, including the lyrics of the medieval *Cancioneiro,* the drama of Gil Vicente, *Os Lusiadas* of Camões, and the novel and lyric of the nineteenth and twentieth centuries. Second semester: readings in Brazilian literature. A course in the development of Brazilian prose fiction and poetry. Special emphasis on the Modernist Movement and its influence on the development of the novel and lyric. Prerequisite: Portuguese 1-2. Three credits each semester. Not offered 1967-68.

RUSSIAN

1-2. BEGINNING RUSSIAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE RUSSIAN. Selected readings in classic and contemporary literature with emphasis on the conversational approach to the text. Grammar review, composition and intensive practice in idioms, vocabulary, and pronunciation. Three credits each semester.

101, 102. SURVEY OF RUSSIAN LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: Selected readings from the twelfth century *Tales of Prince Igor,* the Classical Period, the poetry of Pushkin and Lermontov and the literary criticism of Belinsky. Second semester: Selected readings in the nineteenth century novel from Goncharov through Dostoevski and Tolstoy. Also the Soviet writers Gorky, Sholokhov, Pasternak, and Yevtoushenko. Lectures, readings, and reports conducted in Russian. Grammatical review is included in the analysis of literary texts. Prerequisite: Russian 3, 4 or equivalent. Three credits each semester.

SPANISH

Requirements for a Major. Students majoring in Spanish are expected to take a minimum of thirty hours of Spanish, including six hours devoted to the tutorial. The elementary course (1-2) is not considered part of the major. Courses 101, 102 and 103 or 104 are required of all majors. Spanish majors are encouraged to take at least one year of Portuguese. Any student with exemption of language requirement in Spanish may enroll in beginning Portuguese.

1-2. BEGINNING SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Three credits each semester.

3, 4. INTERMEDIATE SPANISH. Readings in aspects of Spanish civilization and representative literary texts. Review of grammar. Practice in spoken Spanish. Prerequisite: two years of secondary school Spanish or Spanish 1-2. Three credits each semester.

101, 102. SURVEY OF SPANISH LITERATURE. An introduction to literature from the medieval epic to the present day. First semester: Medieval, Renaissance, and Golden Age authors, with emphasis on the latter. Second semester: Spanish literature since 1700 with emphasis on nineteenth and twentieth century authors. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 3, 4 or satisfactory score on Spanish placement tests. Three credits each semester.

103. GRAMMAR AND COMPOSITION. An advanced course emphasizing intensive grammar review, practice in the writing of formal and idiomatic Spanish, and translation from English texts. Prerequisite: exemption of language requirement in Spanish and permission of department. Three credits, first semester.

106. HISPANIC CIVILIZATION. The social, political, cultural and artistic development of the Hispanic nations, including Portugal and Brazil. Lectures and discussions in English with separate reading lists in Spanish and/or Portuguese for language majors. Prerequisite: exemption of the language requirement in Spanish or permission of department. Three credits, second semester.

109, 110. THE LITERATURE OF SPANISH AMERICA. A study of the literature of Hispanic America. First semester: the Conquest, Colonial period, and nineteenth century. Second semester: the literary developments of the Contemporary period. Lectures in Spanish. Prerequisite: Spanish 101, 102. Three credits each semester. Not offered 1967-68.

115, 116. LITERATURE OF THE GOLDEN AGE. A study of the origin and foundation of the Spanish Baroque with emphasis on: First semester, the theatre of Lope de Vega and Calderón de la Barca and their schools; Second semester, Cervantes' *Don Quijote.* Prerequisite: Spanish 101, 102. Three credits each semester. Not offered 1967-68.

117. LITERATURE OF THE NINETEENTH CENTURY. Romanticism, Realism, and Naturalism in poetry, drama, and the novel. Duque de Rivas, Larra, Espronceda, Zorilla, and Galdós. Prerequisite: Spanish 101, 102. Three credits, first semester.

118. LITERATURE OF THE TWENTIETH CENTURY. The contemporary novel, drama, poetry, and essay, with emphasis on Unamuno, Baroja, Ortega y Gasset, García Lorca, A. Machado, J. R. Jiménez, and the principal post-war authors. Prerequisite: Spanish 101, 102. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. Selected reading lists are provided in specific areas of literature and thought. The student works independently and on her own time, and is given both oral and written examinations on completion of her study. Offered to specially qualified students. Prerequisite: Spanish 101, 102 and permission of department. Three credits in any one of the following areas:

A—Literature of the Eighteenth Century.
B—The "Caballero" and the "Pícaro" in Early Spanish Literature.
C—Spanish Poetry from Its Beginning to the Golden Age.

203-204. TUTORIAL.

MUSIC

A music major must take forty credits in the department of music: twenty-four hours in materials and history of music, and ten hours in applied music. Courses 1-2, 101-102, 111-112, and 121-122 are required of all majors, in sequence, plus the tutorial.

Applied music carries two credits for each hour lesson per week and one credit for each half-hour lesson per week.

All students will receive two of the ten credits in applied music through public performance. These performances are scheduled by the department and are rated as one-half credit per performance.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year.

Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student.

Applied music fees are listed on page 119.

MATERIALS OF MUSIC

1-2. ELEMENTARY HARMONY. A study of scales, intervals, elementary triadic structures in progression, and phrase organization correlated with the development of aural and keyboard skill and orientation to various levels of musical expression. Three credits each semester.

11. INTRODUCTION TO MUSIC. Perception of musical thought and articulation of musical idea through essential aspects of musical symbolism such as rhythmic design, harmonic formulae, melodic pattern, dynamics, timbre, and form. General musical terminology. A valuable and suggested precursor to significant understanding of musical style as presented in other courses dealing with the history and literature of music and the integrated study of music and the other arts as projected in The Arts course. Designed primarily for the student with little or no knowledge of music as a language. Three credits, first semester.

101-102. ADVANCED HARMONY. Extended harmonic structures, modulation, and chromatic alteration correlated with harmonic analysis, dictation, and keyboard skill. Three credits each semester.

111-112. COUNTERPOINT. Two and three-part melodic technique, chorale ornamentation, canon, invention, and elements of the fugue. Three credits each semester.

121-122. HISTORY OF FORM. The history of music through structural analysis of significant forms as well as the assimilation of historical fact. Elementary problems in musicological research. Three credits each semester.

141, 142. INDEPENDENT STUDIES. Advanced work in musical composition, historical research, or public performance to be scheduled in consultation with the department chairman. Three credits each semester.

203-204. TUTORIAL. The tutorial establishes one of the following categories of study as the area of concentration for each individual major in music after completion of the course requirements:

APPLIED MUSIC: Public recital plus a written discussion of music related in some way to the music performed.

HISTORY OF MUSIC: Project in research.

MUSICAL COMPOSITION: Production of original compositions in varied media, sufficient in quality and length to be presented in public concert.

17, 18. APPLIED MUSIC. (Individual instruction)
PIANO I, II, III, IV. Development of the musical and technical equipment adequate to the intelligent and artistic performance of representative compositions of all periods and styles.

ORGAN I, II, III, IV. Training for both professional and cultural purposes. Emphasis upon technique, registration, repertoire, and the practical aspects of service playing.

VOICE I, II, III, IV. The technique of singing, interpretation, and a knowledge of representative song literature.

VIOLIN I, II, III, IV. Development of musical and technical equipment necessary to the intelligent and artistic performance of solo, orchestral, and chamber music of all schools.

VIOLA I, II, III, IV. Fundamental principles of technique, style, and interpretation.

ORCHESTRAL INSTRUMENTS. Arrangements can be made to study any orchestral instrument with teachers of artistic and professional standing within the metropolitan area, primarily through the facilities of the Laboratory School of Music.

HISTORY AND LITERATURE OF MUSIC

3. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Three credits, first semester. Not offered 1967-68.

4. SYMPHONIC LITERATURE OF THE NINETEENTH CENTURY. A presentation of important works of the nineteenth century illustrating the development of orchestral color and other resources with emphasis on the expanded orchestral imagination of the later composers. Three credits, second semester. Not offered 1967-68.

103. THE GOLDEN AGE OF CHORAL POLYPHONY. The choral tradition of the sixteenth century presented through the works of the Netherlands composers, Palestrina, the English and Italian madrigalists, and others. Three credits, first semester.

104. CONTEMPORARY EUROPEAN MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century through the work of such composers as Stravinsky, Bartok, Milhaud, Schoenberg and those of the newer generation. Three credits, second semester.

113. OPERA FROM MONTEVERDE TO THE PRESENT. An examination of opera as a combined art form beginning with its origin in Renaissance Italy and including significant contributions of the lyric theatre in Europe and America. Three credits, first semester.

114. MUSIC IN THE AMERICAS. The development of music in the New World, showing the interaction of native contribution, such as jazz or folk music, on a transplanted European culture. Three credits, second semester. Not offered 1967-68.

117. THE VIENNESE CLASSICAL PERIOD: HAYDN, MOZART, BEETHOVEN. A selection of provocative works by these composers encompassing the significant features of eighteenth and early nineteenth century music. Three credits, first semester. Not offered 1967-68.

118. THE SOLO SONG. A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, the songs of Schubert, German Lied, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Three credits, second semester.

ENSEMBLE

All Ensemble courses are open to the general student body as well as to music majors.

5, 6. CHORUS. Studies in masterpieces of choral literature for both women's and mixed voices. Two rehearsals a week. One-half credit each semester.

The following courses are available in association with the Laboratory School of Music, an affiliate of the Department of Music, serving all age groups within the city and surrounding areas. Participation in these courses must be affirmed immediately after the beginning of the school year.

7, 8. STRING ENSEMBLE. A study of the literature for string quartet, strings and piano, and strings and organ. One-half credit each semester.

9, 10. INSTRUMENTAL ENSEMBLE. A study of the literature for mixed chamber ensemble. One-half credit each semester.

PHILOSOPHY AND RELIGION

Students majoring in philosophy are expected to take a total of thirty semester hours of courses in philosophy and religion including Philosophy 151, 152, Philosophy 101 and Philosophy 102, the tutorial and not less than three nor more than six hours of courses in religion.

PHILOSOPHY

151, 152. KNOWLEDGE AND VALUES. See Basic Curriculum, page 47.

153. ASIAN PHILOSOPHY. See Basic Curriculum, page 48.

101. HISTORY OF PHILOSOPHY: ANCIENT AND MEDIEVAL. A study of philosophical thought in the western world to 1600. Three credits, first semester. Not offered 1967-68.

102. HISTORY OF PHILOSOPHY: MODERN. A study of philosophical thought in the western world since 1600. Three credits, second semester. Not offered 1967-68.

103. LOGIC. An introductory study of classical and modern logic with exercise in application and criticism. Three credits, first semester. Not offered 1967-68.

104. CONTEMPORARY ETHICAL THEORY. An examination of several different accounts of the nature and validity of ethical judgments. Theological, naturalistic, emotive, and analytical theories of ethics will be examined. Three credits, second semester. Not offered 1967-68.

105. SOCIAL PHILOSOPHY. A study of outstanding social philosophers of the past, as they may contribute to an understanding of perennial issues in social thought. Three credits, first semester.

106. PHILOSOPHY OF RELIGION. The nature of religious experience and its expression in concepts of man, nature, and God. Three credits, first semester. Not offered 1967-68.

108. AMERICAN PHILOSOPHY. This course deals with distinctively American philosophical thought, especially as expressed in the writings of Royce, Pierce, James, Dewey, and Santayana. Three credits, second semester.

109. PHILOSOPHY OF ART. A study of some of the more influential writings on philosophical problems raised by the arts. A critical investigation of aesthetic experience, artistic and aesthetic values, and art criticism. Materials to be drawn from such writers as Tolstoy, Croce, Bergson, Dewey, and others. Three credits, first semester.

115. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from contemporary philosophers and their relation to the most significant present trends of philosophical thought. Three credits, first semester.

120. CRITICAL REASONING. Analysis of the reasoning process to clarify what reasoning is and to provide principles and insights which may help the student to reason more soundly. Case studies in reasoning drawn from a variety of subject matters are used to illustrate and test the principles and distinctions developed in the analysis. Two hours of theory, one hour of case studies. Three credits each semester.

122. PHENOMENOLOGY AND EXISTENTIALISM. A critical examination of the origin, development, and validity of the phenomenological method and of existential philosophies of man, knowledge, values, and society. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue a philosophic issue of real concern to her, provided her background is sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits each semester.

203-204. TUTORIAL.

RELIGION

901. OLD TESTAMENT. An introductory study of the Old Testament, examining the nature of the covenant faith in its historical continuity and its larger sociological and cultural setting. Three credits, first semester.

902. NEW TESTAMENT. A literary, historic, and religious study of the origins of Christianity as related in the basic documents. In addition to extensive reading in the gospels and epistles, the course will examine the life and teachings of Jesus and the interpretations of his person and work which appear in the primitive church. Three credits. Not offered 1967-68.

908. BASIC CHRISTIAN THEOLOGY. A study of selected formulations of Christian belief traced through their historical development, but with primary emphasis upon modern expressions of Christian faith afforded by contemporary thinkers. Three credits, second semester.

912. CHRISTIAN ETHICS. A study of some of the representative classical and contemporary formulations of the principles of Christian ethics, with special attention to contemporary ethical problems. Permission of the instructor. Three credits, first semester. Not offered 1967-68.

141, 142. INDEPENDENT STUDIES. A course in which a student may pursue an area of religious study which is of special concern to her, provided she has background in courses sufficient for the independent study she proposes. This course is not to supplement the tutorial. Weekly conference with the instructor. Three credits, each semester. By arrangement.

PHYSICAL EDUCATION

All students are expected by the end of the sophomore year to have fulfilled four semesters (four credits) of work in physical education. One semester (one credit) must be taken in the area of Dance and one semester (one credit) in the area of Aquatics. These areas may be exempted by a performance test. The remaining two credits may be elected from any departmental course offerings.

A physically restricted student is required to have a statement and medical record which must be submitted by her physician to the Chatham College Health Services within the first four weeks of the semester. The College physician makes the final decision concerning the student's physical ability or limitation. Activities for restricted students are planned with the approval of the College Health Services. Such students register for P.E.63, 64.

Each student enrolled in a sports class must wear a regulation gymnasium costume, white socks and sneakers. These garments may be purchased from the bookstore. Swimming suits, leotards, towels, lockers, locks, and all sports equipment except tennis rackets are provided by the College.

AQUATICS. Each course is of one semester's duration and carries one credit either semester.

51—Swimming (Beginning)
52—Swimming (Intermediate)
54—Life Saving (Red Cross Senior)
55—Water Safety (Red Cross Instruction)

DANCE. Each course is of one semester's duration and carries one credit either semester.

40—Basic Dance
41—Folk Dance
44—Modern Dance (Beginning)
45—Modern Dance (Intermediate)

SPORTS. Each course is of seven weeks' duration and carries one-half credit. When the course number is followed by an "S," it is of one semester's duration and carries one credit.

11—Archery
13—Badminton
15—Bowling
16—Fencing (Beginning)
17—Fencing (Intermediate)
18—Golf
18S—Golf
22—Tennis (Beginning)
23—Tennis (Intermediate)
31—Basketball
33—Hockey
35—Softball
37—Volleyball
39—Officiating

ADAPTED ACTIVITIES. This course (63, 64) is for physically restricted students unable to complete the normal program. Activities are adapted to individual needs, approved by the College Health Services, and include work in:

Body mechanics
Recreational games and activities
Aquatics

Facilities and equipment are provided by the College for recreational purposes in all activities taught in the curriculum.

The Recreation Association, of which every student is automatically a member, sponsors intercollegiate, interclass, and interdormitory tournaments in sports and aquatics.

PHYSICS

1-2. ELEMENTARY MATHEMATICS-PHYSICS I, II. See Basic Curriculum, page 46.

121, 122. MATHEMATICS-PHYSICS. See page 72.

POLITICAL SCIENCE

Students majoring in political science are expected to take a minimum of thirty hours in the department, including World Issues (Pol. Sci. 105) and the tutorial.

101. AMERICAN POLITICAL PROCESS. See Basic Curriculum, page 46.

1. INTRODUCTION TO POLITICAL SCIENCE. This course considers the scope and methods of study in political science, the basic concepts used in the study of government and politics, and the basic institutions employed in the governing of men. For freshmen only. Three credits, second semester.

109. THE JUDICIAL PROCESS. An examination of the role of the courts in the political process. Attention will be given to the influence of the executive and legislative branches of government upon the judiciary and such concepts as "judicial legislation," litigation as a form of pressure group activity, the influence of socio-economic background upon judicial decision-making and the "doctrine of political questions." Three credits, first semester.

110. CONSTITUTIONAL LAW. This course will analyze and examine the Constitution of the United States as it has been interpreted by the Supreme Court. Emphasis will be placed on the development of the Constitution in the areas of federalism; Presidential and Congressional powers; the tax, commerce, and war powers; due process of law; civil rights and civil liberties and the protection of property. Three credits, second semester.

111. INTERNATIONAL RELATIONS. The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Three credits, first semester.

112. UNITED STATES FOREIGN POLICY. An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Three credits, second semester.

115. POLITICAL PARTIES. A study of political parties and pressure groups—their organization, functions, and impact upon public policy formation. Consideration of the demands placed upon party institutions in a democratic society, the theory of responsible party

government, and the issue of party reform. Special attention to empirical studies of political behavior. Three credits, first semester. Not offered 1967-68.

116. THE LEGISLATIVE PROCESS. A study of legislative institutions and the law-making process in a democratic system of government. Attention given to the organization, functions, and procedures of Congress and state legislatures. Consideration of the political forces which shape legislative decisions. Three credits, second semester.

120. GOVERNMENT AND THE ECONOMY. (Identical with Economics 113.) An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Three credits, second semester. Not offered 1967-68.

122. SEMINAR: INTERNATIONAL RELATIONS. Analysis of selected institutions associated with nation-state behavior and analysis of selected theoretical problems associated with the study of nation-state behavior. One of the following will serve to focus the semester's study: war as a social institution; elements of restraint and patterns of conflict resolution; international order-building and the nation-state system; capability analysis, systems theory, equilibrium, decision-making as approaches to the study of international relations. Prerequisite: Political Science 111 or consent of the instructor. Three credits, first semester. Not offered 1967-68.

125. COMPARATIVE GOVERNMENT. A comparative analysis of the rise, organization, and functions of the governments of principal countries of the world. Three credits, first semester.

131. SEMINAR IN AMERICAN POLITICS. Selected problems in political science. Special attention to the current behavioral inquiries into the political process. Focus in 1967-68 on the political behavior of minority groups. Three credits, first semester.

133. SEMINAR: GOVERNMENT AND THE ECONOMY. (Identical with Economics 133.) An analysis of the major theoretical works in the fields of political science, economics, and sociology dealing with the interrelationships between the government and the economy. Special attention will be devoted to the formulation and implementation of

governmental policies in relation to business, labor, agriculture, and social welfare in the period 1933 to the present. Three credits, second semester.

134. SEMINAR: AMERICAN FOREIGN POLICY. A theoretical investigation of selected aspects of United States foreign policy. Emphasis on the process of formulating and executing foreign policy. Permission of instructor. Three credits. Not offered 1967-68.

135. AMERICAN POLITICAL THOUGHT. An analysis of the origin and development of democratic principles, political ideas, and political institutions from Colonial times to the present. Three credits, second semester. Not offered 1967-68.

136, 137. THE DEVELOPMENT OF WESTERN POLITICAL THOUGHT. In the first semester emphasis is placed on the major thinkers and basic political ideas in the classical and European tradition through Machiavelli. The second semester begins with Machiavelli and is focused on major thinkers—More, Calvin, Luther, Hobbes, Locke, Rousseau, Burke, Bentham, and Marx, for example—whose ideas are frequently reflected in the intellectual framework of modern politics. Three credits. Only 136 is offered in 1967-68.

141, 142. INDEPENDENT STUDY. To be given only with the permission of the instructor. Three credits.

155. SEMINAR: METHODOLOGY IN POLITICAL SCIENCE. An advanced course involving extensive reading, research papers, and regular meetings with departmental staff. Three credits, second semester.

156. SEMINAR: CONSTITUTION LAW: CIVIL LIBERTIES AND CIVIL RIGHTS. For selected advanced students in constitutional law. Devoted to the examination of the state of the law regarding First Amendment freedoms, criminal procedure, searches and seizures, privacy, and equal protection of the law. Three credits, second semester.

157. SEMINAR: AMERICAN POLITICAL THOUGHT. A comparative study of the political thought of Adams, Madison, Jefferson, and Hamilton in the context of nation-building. Three credits, second semester.

203-204. TUTORIAL.

PSYCHOLOGY

Students majoring in psychology are expected to take a minimum of thirty hours in the department, including Psychology 1-2, 105, 108, 118, 119, 132, and 203-204. Prospective psychology majors should complete 105 before the end of their sophomore year. Students completing 105 during their freshman year are urged to complete 118 during their sophomore year.

1-2. GENERAL PSYCHOLOGY. An introduction to the scientific study of behavior, with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and two hours of laboratory-demonstration-practicum per week. Three credits each semester.

105. ELEMENTARY STATISTICS. Should be elected during the freshman or sophomore year by students planning to major in psychology. Three credits, either semester. Same as Mathematics 10. Required of all majors.

107. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Two hours of lecture and two hours of laboratory. Prerequisite: Psychology 105 or Mathematics 5. Three credits, second semester. Not offered 1967-68.

108. LEARNING. A consideration of the basic learning process in terms of its major theoretical problems and experimental evidence. Both human and subhuman experimental work will be treated in the course. Prerequisite: Psychology 1-2. Three credits, first semester. Required of all majors.

111. SOCIAL PSYCHOLOGY. A study of human behavior and social environment in their mutual interdependence; a guide to better understanding of human relationships. Prerequisite: Psychology 1-2 or Sociology 103 or consent of instructor. Three credits, first semester.

113. THEORIES OF PERSONALITY. A detailed survey of the current theories dealing with personality development. Particular emphasis on the psychoanalytic viewpoint and theories that have evolved

directly or indirectly from this view. Whenever possible original source material will be used. Three credits, first semester.

118. RESEARCH DESIGN. An examination of experimental and survey design procedures, sampling and control methods, and appropriate parametric and nonparametric instruments. Prerequisite: Mathematics 10 or equivalent. Three credits, first semester. Required of all majors.

119. EXPERIMENTAL PSYCHOLOGY. An introduction to research techniques and experimental design in psychology. Experiments in various areas of general psychology will be performed by the student. May be elected by nonmajors only with permission of the instructor. Two hours of lecture and two hours of laboratory per week. Prerequisite: Psychology 1-2 and 105. Three credits, second semester. Required of all majors.

120. ABNORMAL PSYCHOLOGY. A study of the minor and major behavior disorders with special emphasis on the psychological aspects of functional difficulties. Prerequisite: Psychology 1-2. Three credits, either semester.

124. DEVELOPMENTAL PSYCHOLOGY. Psychological development of children from birth through adolescence, including those aspects of physiological development which directly influence behavior. Emphasis will be placed on scientific principles, contemporary issues, developmental theories, and applications. Prerequisite: Psychology 1-2. Three credits, first semester.

126. PHYSIOLOGICAL PSYCHOLOGY. An examination of the science of bodily functions with special emphasis on the physiological basis of behavior. This course will give the student a fundamental knowledge of the neural and physiological processes and their relationship to the organism's adjustment to its environment. Prerequisite: Biology 1 or Psychology 1-2. Three credits, first semester.

132. SEMINAR. Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of junior psychology majors. Three credits, second semester.

141, 142. INDEPENDENT STUDIES. Laboratory visits, independent readings and investigations of special value to the student. Permission of the department. Three credits each semester.

151. HISTORY AND SYSTEMS OF PSYCHOLOGY. A seminar dealing with historical and contemporary trends in psychology. Prerequisite: Psychology 1-2. Three credits, second semester.

203-204. TUTORIAL.

Russian

See Modern Languages, page 78.

Spanish

See Modern Languages, page 79.

SOCIOLOGY AND ANTHROPOLOGY

Within a liberal arts context, the department attempts to deepen students' questioning and understanding of social and cultural systems. In its major program, the department hopes to provide a thorough grounding in sociological-anthropological theory; a knowledge in some depth of significant substantive areas of sociology and anthropology; and facility in the use of concepts and research techniques of sociological and anthropological investigation.

The Program for Majors

A minimum of 27 hours, including tutorial, in sociology and anthropology, and six hours in related courses. Distribution: At least two courses to be taken in anthropology, including 901 or 902; and at least the following three courses in sociology: 103, 131, 134.

Students who intend graduate study in sociology and anthropology should bear in mind that a reading knowledge of two foreign languages, normally French and German, and familiarity with quantitative methods of data analysis, are requirements for graduate study.

Sociology

103. ELEMENTS OF SOCIOLOGY. Major sociological approaches to urban-industrial society: cultural analysis; status and role analysis; interactional analysis; analysis of complex organizations; social system analysis. Three credits, either semester.

106. DEVIANT BEHAVIOR AND SOCIAL PROBLEMS. Social conditions giving rise to deviance in urban-industrial societies, with particular reference to problems of crime, delinquency, drug addiction, alcoholism, suicide. Prerequisite: Sociology 103. Three credits, second semester.

108. URBAN COMMUNITY AND SOCIETY. Population distribution trends in emerging and developed industrial societies. Ecological patterning of urban-metropolitan areas; changing functions and problems of sub-areas, e.g., the central business district, suburban rings, transitional zones. Three credits, second semester. Sociology 103 and Anthropology 902 recommended. Not offered 1967-68.

111. THE FAMILY. The evolution and development of the family as a social group and a social institution with special emphasis upon the role of the family in modern life. The impact of social change upon family functions and family stability. Current problems of family adjustment and family disorganization. Prerequisite: Sociology 103 or Anthropology 902. Three credits, first semester.

116. COMPLEX ORGANIZATIONS AND INDUSTRIAL SOCIETY. Theories and empirical studies of bureaucracy as a social form with particular reference to industrial organizations; and to the growth of bureaucracy in major areas of industrial society: economic, religious, academic, military, political. Three credits, first semester. Sociology 103 recommended.

119. RACIAL AND ETHNIC GROUPS. Analysis of the major problems connected with racial and ethnic groups with emphasis on the United States. The course will examine the cultural characteristics of these groups, their origin and their assimilation, the dynamics of their relations with other groups, and their cultural impact on our national life. Sociology 103 and Anthropology 902 recommended. Three credits, second semester.

123. POLITICAL SOCIOLOGY AND COLLECTIVE BEHAVIOR. Social bases of political preferences, influence, and power; mass communications processes in the structuring of political opinion; development of social protest and political action movements in urban-industrial societies. Three credits, first semester. Sociology 103 recommended. Not offered 1967-68.

124. SOCIAL STRATIFICATION. A review of theories to account for institutionalized equalities and inequalities in social systems, with particular reference to trends in the structuring of social class inequalities in advanced industrial societies. Three credits, second semester.

130. ADVANCED SOCIAL THEORY. Important contributions to social theory with special emphasis upon the relation of modern social research to present day sociological theory. Students will be given opportunity for independent study under faculty supervision and familiarity with source materials will be emphasized. Open to juniors and seniors. Prerequisite: Sociology 134 or permission of the instructor. Three credits, first semester. Not offered 1967-68.

131. SEMINAR: SOCIAL RESEARCH METHODS. Scientific research techniques and their application to specific social data. Open to junior and senior sociology majors. Others by permission of the instructor. Three credits, first semester.

134. DEVELOPMENT OF SOCIOLOGICAL THEORY. The contributions of E. Durkheim, Max Weber and Talcott Parsons to sociological theory; together with those of a variable list including Saint-Simon, Karl Marx, Pareto, Simmel, Sumner, Park, W. I. Thomas, and P. Sorokin. The course will develop a context for the views of these authors within the positivistic and idealistic traditions of social thought. Prerequisite: Sociology 103 or Anthropology 902. Three credits, first semester.

141, 142. INDEPENDENT STUDIES. Directed studies in selected areas of sociology. Three credits each semester.

150, 151. SOCIAL INSTITUTIONS OF AMERICAN SOCIETY. Study of four key institutions of American society: science, education, health, and social welfare. Each institution will be analyzed in terms of its ideological basis in American culture; of the social organization of its practitioners, and its practitioner-client relationships; and of its functional relationship to the American social system. A two-semester course: each semester may be taken independently. 150: Health and Welfare; 151: Science and Education. Three credits, each semester. Sociology 103 and 106 recommended. Not offered 1967-68.

203-204. TUTORIAL.

Anthropology

901. EARLY MAN AND CULTURE. Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Three credits, first semester.

902. CULTURAL ANTHROPOLOGY. Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived from the study of contemporary primitive cultures. Anthropology 901 recommended but not a prerequisite. Three credits, second semester.

911. SEMINAR: ASIAN PEOPLES AND CULTURES. Analysis of varieties and uniformities in the ways of life of selected human communities in Northern, Central and South Asia. Prerequisite: Anthropology 901 or 902 or permission of the instructor. Three credits, first semester.

920. SEMINAR: CULTURAL EVOLUTION, OLD AND NEW. Exploration of the background issues in evolutionary thought as it bears on the interpretation of cultural change. Discussion of the evolutionary ideas in contemporary studies of cultural change. Three credits, first semester.

921. SEMINAR: ANTHROPOLOGY OF RELIGION. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: Anthropology 901 or 902 or permission of the instructor. Three credits. Not offered 1967-68.

922. SEMINAR: CROSS-CULTURAL STUDIES. Selected problems in the cross-cultural study of the family, political organization, social stratification, economics, and language and culture. Prerequisite: Sociology 102 or Anthropology 902. Three credits, second semester.

930. PEOPLES AND CULTURES OF SOUTHEAST ASIA. Analysis of varieties and uniformities in the ways of life of selected human communities in Southeast Asia. Three credits, second semester. Prerequisite: Anthropology 901 or 902 or permission of the instructor.

941, 942. INDEPENDENT STUDIES. Directed studies in selected areas of anthropology. Three credits each semester.

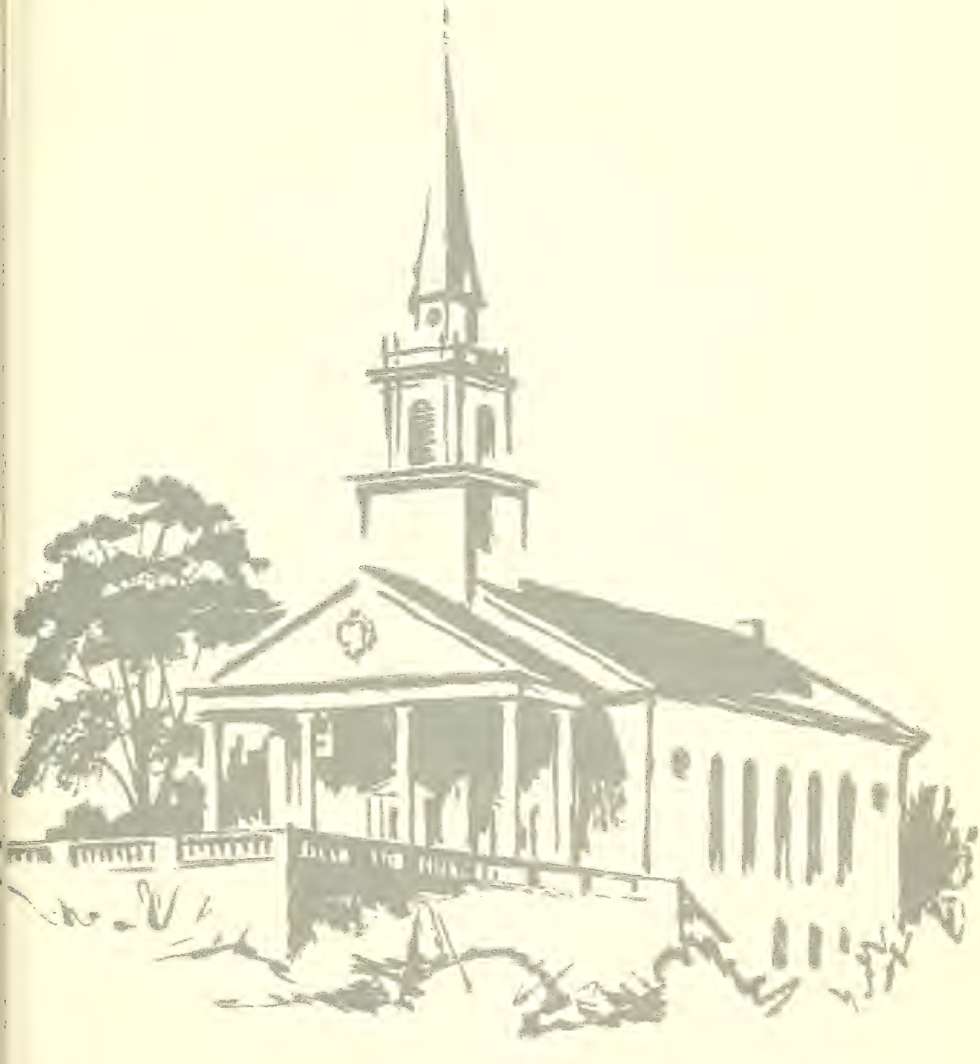
SERVICE UNIT

No Credit

SECRETARIAL STUDIES

101. TYPEWRITING. Instruction given in the technique of operating the typewriter. This is designed for those desiring a working knowledge of typewriting. Three hours, either semester. No credit. Not offered 1967-68.

105-106. SHORTHAND. A study of the principles of shorthand, the development of a shorthand vocabulary, with some dictation and transcription. Three hours each semester. No credit. Not offered 1967-68.



COLLEGE PROCEDURES

Admission Procedures

REQUIREMENTS FOR ADMISSION AS A FRESHMAN

Chatham College selects from among its candidates for admission those who have strong academic and intellectual potentiality, great curiosity, and can develop the ability to translate knowledge and understanding into effective judgment in all areas of human decisions. The College is interested in able and resolute students geographically well distributed from a variety of backgrounds (economic, social, racial, religious), and having diverse interests and talents, academically and in other areas as well.

In considering an applicant for admission the College is most concerned with her quality of preparation, amount of preparation, intellectual ability and enthusiasm for learning, health, and capacity for further development as a person and as a student. Evaluation of these qualities is made on the basis of the secondary school record and recommendations from the counselor and teachers, results of College Entrance Examination Board tests, the interview, and all additional, pertinent information that is available.

In general the college preparatory course should be taken in secondary school with emphasis placed upon English, history, mathematics, science and foreign languages. However, adequate preparation for college work does not necessarily mean uniformity, either in subjects studied or in the amount of units in each subject area. A student's special interest should govern to a certain extent the subjects she will take in secondary school: if she is especially interested in science, she might take more than the usual two units of science plus three or more years of mathematics; if she is interested in the study of foreign languages, she should take Latin as well as modern language.

To provide further evidence of readiness for college work, applicants are required to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. One of the Achievement tests must be the English Composition Achievement Test. It is preferred that all regular applicants take the Scholastic Aptitude Test and Achievement Tests in December or January of the senior year in high school. Scores on Achievement Tests taken during or immediately following the junior year may be submitted for subjects terminated at the close of the junior year.

Candidates who have participated in Advanced Placement Program courses organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement tests of the College Board. Advanced placement is offered for scores of 3, 4 and 5 on these examinations; college credit is offered for scores of 4 and 5.

Candidates who have enrolled in college level courses at accredited institutions prior to entrance at Chatham may apply for advanced placement and credit toward the degree.

GENERAL INFORMATION CONCERNING COLLEGE ENTRANCE EXAMINATION BOARD TESTS

Each candidate for admission is responsible for making proper application to take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board and for having the results of these tests sent to Chatham from the College Board office. Candidates should address all inquiries concerning these tests and applications for taking the Scholastic Aptitude Test and three Achievement Tests to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey, or Box 1025, Berkeley, California.

A Bulletin of Information containing procedures for filing applications, payments of fees, lists of examination centers, and sample questions and answers may be obtained without charge from the College Entrance Examination Board.

For the year 1967-1968 the College Entrance Examination Board will hold examinations throughout the country on each of the following dates: December 2, 1967; January 13, 1968; March 2, 1968; May 4, 1968; and July 13, 1968. Applications and fees to take the tests should be sent to the College Entrance Examination Board five or six weeks in advance of the test date.

PROCEDURES FOR APPLYING FOR ADMISSION

1. An application blank may be obtained by writing the Director of Admissions, Chatham College, Pittsburgh, Pennsylvania 15232.
2. The application should be completed and filed in the Admissions Office by February 15. A non-refundable processing fee of twenty dollars ($20.00) must be enclosed.
3. A personal interview with all applicants is desired but not required at the College whenever possible. If a student cannot come to the College, the applicant should take the initiative and arrange an interview with an alumna representative if there is one in the area. (See pages 148-153 for names and addresses of Alumnae Representatives.)
4. The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board must be taken, preferably in December and/or January of the senior year. Applicants request the Board to report the results of these tests to the College.

Upon receipt of the application from the applicant, the College will send for the secondary school transcript and provide the applicant with recommendation forms to be completed and returned to the College by her counselor and two teachers best qualified to judge her academic ability. The applicant's credentials will be presented to the Admissions Committee for its decision in March. It is anticipated that the majority of applicants will be considered by the Committee on Admissions at the regular spring meetings. At this time additional data consisting of the record for the first semester of the senior year and results of the College Entrance Examination Board Scholastic Aptitude Test and three Achievement Tests taken in the senior year will be on file. Notices concerning admission status will be mailed to all applicants early in April.

Early application is advisable in order to assure the prompt completion of all preliminary arrangements. Rooms are assigned according to the date on which the applications are received.

The Admissions Office is open from 9 a.m. to 5 p.m., Monday through Friday, and on Saturday from 9 a.m. to 12 noon from September to June. During the summer months there are no Saturday hours. Prospective students and their families are cordially invited to visit the College. In order that students may talk with an admissions officer and have the opportunity of seeing the campus with a student guide, *visitors are urged to make an appointment in advance with the Director of Admissions.* This is especially necessary if arriving on Saturday morning as the schedule is particularly heavy on that day.

EARLY DECISION PLAN

An Early Decision Admission Plan designed to give assurance early in the senior year in high school to clearly well-qualified students whose *single* college choice is Chatham is in effect at Chatham College. Such applicants who apply before October 15 of the senior year in high school and whose credentials include high school records through the junior year, counselor's and teachers' recommendations, and results of the Scholastic Aptitude Test and three Achievement Tests taken either in the junior year or in July preceding the senior year will be granted admission as early as mid-November.

For detailed information concerning the Early Decision Admission Plan write to the Director of Admissions.

EARLY ADMISSION

Chatham believes that most students profit from four years in secondary school. However, unusually mature as well as able candidates who have completed their junior year in high school may apply for early admission to Chatham. These candidates should meet most if not all of the entrance requirements, have good reasons for wishing to accelerate, and have the support and endorsement of their parents and teachers. "Early Admission" candidates are required to come to the campus for interviews with a member of the admissions staff and the Executive Dean.

ADMISSION TO ADVANCED STANDING

Students who present credits from other accredited colleges whose courses of study are equivalent to those of Chatham College may be admitted to advanced standing without examination. Liberal arts courses in which the final grade is C, or better, are transferable.

Candidates for admission to advanced standing will be given tentative standing which will be made permanent after the satisfactory completion of one year's work.

An applicant for admission to advanced standing should observe the following procedure:

1. File an application on a form obtained from the Director of Admissions, Chatham College. A processing fee of twenty dollars ($20.00) which is not refundable must be enclosed.
2. Send a statement giving the reason for leaving the present college, the reason for choosing Chatham, and indicating the major subject.
3. Have the college last attended send an official transcript of the work taken there up to the time of making application.
4. Send a marked copy of the catalogue of the college attended and indicate the courses for which credit is desired.
5. Request the College Entrance Examination Board to submit the results of any College Board tests (Scholastic Aptitude and Achievement Tests) and any Advanced Placement Examination Reports that may be available which may have been taken either prior to or during attendance at present college.
6. At the close of the semester, just prior to entrance, have the college from which the student is transferring send:
   (a) A final transcript of record.
   (b) A statement of honorable dismissal.

POLICY CONCERNING PART-TIME, DEGREE AND NON-DEGREE STUDENTS

Mature applicants who are or are not candidates for bachelor degrees, or who have earned degrees but wish to take additional undergraduate courses may be admitted on a part-time basis to classes for which their educational training and experience qualify them. Such students should observe the following procedures:

1. Arrange for a personal interview with the Executive Dean.
2. File an application for admission with the Director of Admissions. A processing fee of twenty dollars ($20.00) which is not refundable must be enclosed.
3. Submit a transcript of her record from the college last attended.
4. In general, fulfill the entrance requirements of regularly enrolled Chatham students.

Part-time students may carry a maximum of nine (9) academic hours of credit each semester. A minimum of 2.00 average must be achieved for the first semester in order to be eligible to continue for a second semester. A part-time student may petition the Committee on Academic Standing to become a full-time degree student. If she is accepted, regulations governing a full-time student become effective, including the final twenty-four hours toward the degree being taken at Chatham College.

POLICY CONCERNING RE-ADMISSION

Students who formally withdraw from Chatham and then later seek reinstatement follow the same procedure described for transfers into Chatham from other colleges (see page 105) and arrange for a personal interview with the Executive Dean or Dean of Students. Completed applications should be directed to the Admissions Office no later than January 1 for the second semester or March 1 for the first semester. Such applications normally are acted upon along with those of students new to the College by the Committee on Admissions.

The College does not grant leaves of absence except as stated below. When it is necessary that a student withdraw for health or some other emergency reason her later reinstatement must be based on the College's best judgment about her prospects for academic adjustment as well as availability of dormitory space. Such students make application as described in the above paragraph.

LEAVES OF ABSENCE

Students are granted leaves of absence only for study in approved programs abroad or to participate in the Washington Semester.

Academic Procedures

GRADES

The letters A,B,C,D, and F are used to designate the quality of performance. A indicates distinguished performance; B indicates superior work; C indicates generally satisfactory work; D indicates that the course requirements and standards have been satisfied only at a minimum level; F indicates that the performance did not fulfill minimum requirements of the course.

The grade I is a temporary grade. The grade of I is given when circumstances beyond the control of the student temporarily prevent completion of the course work. This grade requires the approval of the Executive Dean. Failure to remove an I by the end of the first four weeks of the following semester automatically results in failure in the course.

PASS-FAIL OPTION

Students may elect one course each semester under the pass-fail option within the following regulations. The option is not applicable to the Basic Curriculum nor to the major. If a student elects a course for pass-fail in the freshman or sophomore years and then majors in that field, the course may be considered as meeting major requirements. The usual prerequisites or other requirements of entrance into a class will be maintained and students are expected to meet all course requirements including attendance, papers and examinations.

Students who elect the pass-fail option shall do so during the period of time allowed for course changes, usually the first four weeks of the semester. When a course is declared as pass-fail no change is permitted. Neither a pass or fail will be calculated in the grade average but will appear on transcripts and other grade records.

ACADEMIC CREDIT

Courses are valued at ½, 1, 2, 3, 4, or 5 hours of academic credit, as stated in the catalogue description of the course. One hour of course credit assumes an average of three hours of work per week, one in class and two in preparation. Courses which include laboratory or studio work may require two or three hours of supervised work for one hour of credit. It is assumed that 45 hours a week, including instruction and preparation, constitute an average academic load. Although the maximum program is considered to be 18 credits inclusive of physical education, students with a B average, 3.00, in the preceding semester and a 2.5 cumulative average may carry additional hours with the approval of the Executive Dean.

QUALITY POINTS

The letter grades of A, B, C, and D earn a fixed number of quality points as follows: A, four; B, three; C, two; D, one. The grade of F earns no quality points. The graduation requirement in quality points is that the student shall have earned, on the average, two quality points for each hour of credit in courses with above grades for which she registered.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of work completed. A student's cumulative average is obtained by dividing the sum of all quality points by the sum of all credits carried in courses with above grades. The progress of each student is reviewed at semesters by a faculty committee. Factors of recent progress, motivation, attitude, and demonstrated abilities are considered in evaluating the student's future success in the Chatham College program.

GRADE REPORTS

The Registrar reports grades, credits, quality points and cumulative averages earned to every student at the close of each semester. Duplicates of these reports are sent to the parents or guardians of all students. In addition, at mid-semester of the first semester, a report is sent to each freshman and to her parents or guardians.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Each professor at the beginning of the semester makes clear his expectations concerning class attendance. Full participation in the work of the class implies completing her work on schedule and making up work missed because of emergency absence.

THE AUDITING OF COURSES

Some courses may be audited with approval of the Faculty Advisor and the instructor of the course. Formal registration is required. Auditors are expected to fulfill all of the obligations of course participation except written assignments and examinations.

ABSENCE FROM FINAL EXAMINATIONS

Unexcused absence from an examination results in failure in the examination. Absence from an examination is excused only by the Dean of Students for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set for late examinations. The fee for such examination is $5.00 per course.

COURSE REGISTRATION

Courses may be entered through the first two weeks of any semester with the approval of the faculty advisor; no course may be entered after this time. Courses may be dropped through the first four weeks of each semester without incurring an academic penalty, with the exception of seven week physical education courses. These must be dropped by the end of the second week of classes. If a course is dropped after the time indicated above, unless the reason is approved by the Executive Dean, a WF is automatically recorded on the student's record. This is computed in her average as an F.

Exceptions to any of the above may be made only through the office of the Executive Dean. Requests for exception must be filed by the student with the Registrar.

SUMMER STUDY

A student wishing to receive credit for summer study at home or abroad must get in advance of study approval of both the course work undertaken and the institution where it will be taken. Application for approval should be filed with the Registrar before May 1. Six semester hours of credit is the usual program permitted. No credit is allowed for work of less than C grade.

JUNIOR YEAR ABROAD

Students with acceptable academic records may study abroad in the junior year when such study is particularly suited to their academic needs. Applicants should have strong preparation in the language represented by their study, the approval of the Major Advisor and of the Executive Dean. There are a number of approved programs which welcome well-qualified students. Applications should be filed early, usually by December 15 of the sophomore year.

As one of a number of regional cooperating colleges, Chatham offers a Junior Year Abroad program in Basel, Switzerland for approved majors in European History or Political Science. This program centers on European Nationalism.

SUMMER STUDY ABROAD

Increasingly available are excellent academic programs of study abroad during the summer months. Students who participate may earn college credit when they fulfill formal conditions of attendance and examination. Preparation in the language is of course prerequisite to successful study. When credit is desired, approval of such study must be obtained in advance.

SEMESTER IN WASHINGTON

Juniors with a strong background in political science, a superior academic record, and ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. The Washington program enables the student to meet the nation's political and governmental leaders, to see the scope of lawmaking operations, and to study political parties in action. An individual research project is included. If credits earned are of acceptable grade, they may be applied toward the fulfillment of Chatham College graduation requirements.

EXEMPTION AND CREDIT BY EXAMINATION

A student may earn exemption from any course when she can demonstrate satisfactory fulfillment of the main objectives of the course. In addition she may earn credit by examination for any course in which she can demonstrate superior achievement. Examinations for these purposes may be written or oral. They are arranged by the Office of Evaluation Services with the department faculty concerned.

Automatic provisions are made for these purposes in some subjects of the Basic Curriculum and for students who have participated in the Advanced Placement Program of the College Board. There is no fee for such examination or credit, except under the circumstances noted on page 120 under Examination Fees.

TRANSCRIPTS

Graduates and students are entitled to one complete transcript of their College record without charge. A charge of one dollar will be made for each additional transcript.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean of Students when a student withdraws voluntarily from the College during the school year. The official date of withdrawal is the date on which the authorization of withdrawal is received.

The College may, upon the recommendation of the College physician, request that a student withdraw for reasons of health.

Return to the College after withdrawal at any time is subject to reapplication and acceptance for admission. Requests should be addressed to the Director of Admissions and be accompanied by a $20.00 application fee.

DISMISSALS

The College reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or satisfactory level of over-all progress, or whose continuance in college would be detrimental to her health or to the health of others.

A student is assumed by the College to have attained a degree of maturity enabling her at all times to act as a responsible and contributing member of the College community and the community at large. It is expected that she will maintain high standards of conduct in all areas of her life, and will remember that her actions both on and off campus reflect not only upon herself, but also upon the College and all members of the College community of which she is a part.

Actions which violate the stated regulations in the student handbook or catalogue, or which are contrary to the intent of any standards and regulations of the College, will constitute a violation of College policy and can be considered cause for disciplinary or administrative action. A student may be dismissed for unsatisfactory conduct and asked to withdraw at the discretion of the College. In cases involving conduct, as in all relationships with the College, the welfare of the individual student is the primary concern of the College. A special probationary period may sometimes be used when it is felt to be helpful to the total development and progress of the student.

ACADEMIC PROBATION

Academic probationary status is incurred because of unsatisfactory semester or cumulative scholastic average. The College believes that students on probation should realize that their level of achievement is inadequate and in danger of failing to meet college graduation requirements. The student on probation is not permitted to assume any major role in extracurricular activity and also is strongly advised to limit her own social activities. A student on probation whose most recent semester average does not show substantial improvement will be dismissed.

The Committee on Academic Standing may place a student on academic probation at any time during the year. A student is removed from probationary status at the discretion of the Committee only at the end of a semester.

TERM OF STUDY

The normal period of residence and study is four years. All students must carry at least 12 credit hours each semester. No allowance is made for work done *in absentia* except in those programs formally approved by the faculty (Washington Semester, Study Abroad, etc.).

At the discretion of the Committee on Academic Standing and of the department of her major, an adult student whose circumstances permit only part-time study may be excused from the final requirement of a senior year "in residence." In such cases, however, the final twenty-four hours of credit must be taken at Chatham College and must have the approval of the department and Executive Dean.

Financial Procedures

CHARGES AND EXPENSES

Since the College catalogue is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are for the academic year 1967-68. Each student actually pays only 55% of the cost of her Chatham education. Private gifts and income from endowment must, therefore, meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are invited to do so.

FEES

Application for admission	$20.00

The application fee is not refundable (see page 103) and is not credited on any College bill.

Deposit	$50.00

Required of newly registered students and due in September. Refundable upon graduation or withdrawal (see page 119).

RESIDENT STUDENTS

Charges for resident students for the year:

Comprehensive Tuition, Board and Room	$2900.00
Student Activities Fee	50.00
Refundable deposit required of newly registered students	50.00
	$3000.00

Payable in 1967-68:

Upon acceptance	$ 150.00
On or before opening of the College in September (plus the $50 refundable deposit required of newly registered students)	1575.00
On or before January 15	1225.00
	$2950.00

NON-RESIDENT STUDENTS

Charges for non-resident students for the year:

Comprehensive Tuition	$1850.00
Student Activities Fee	50.00
Refundable deposit required of newly registered students	50.00
	$1950.00

Payable in 1967-68:

Upon acceptance	$ 150.00
On or before opening of the College in September (plus the $50 refundable deposit required of newly registered students)	975.00
On or before January 15	775.00
	$1900.00

Part-time students will be charged at the rate of $60.00 for each semester hour scheduled.

An advance payment of $150.00 for all returning students must be paid by May 1. This payment is not ordinarily refundable except to students not eligible to return because of academic failure, but it is applied to the charges of the academic year. This advance payment is necessary to reserve a place for the student in the College. Unless the College has substantial evidence that a student is returning, it has an obligation to provide for qualified students who could take the place of those not returning. Late registrants pay a $5.00 fee.

In addition, a one-time deposit of $50.00 which, less any bills due the College, will be refunded upon graduation or upon withdrawal, must be paid on or before the opening of the College in September by newly registered students.

The Student Activities Fee has been established by the Community Government Association and entitles each student to all student publications, admission to the College parties, plays and concerts, and other public programs, and membership in the Chatham Recreation Association and the Community Government Association.

Day students have voted to assess themselves a nominal fee of $10 per academic year, due and payable with the first term bill, to help defray costs of their campus social and overnight quarters.

MUSIC DEPARTMENT FEES

Private instruction in piano, organ, voice, violin, per semester:

One hour lesson per week (2 credits)	$120.00
One half-hour lesson per week (1 credit)	$ 60.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the music department. For students majoring in music, up to eight credits in applied music will be given at no extra cost applicable during the junior and senior years. Minna Kaufmann-Ruud Scholars are not included in these regulations.

MEDICAL EXPENSES

The student must make her own arrangements for health and accident insurance. The College has planned for such a program with the Continental Casualty Company. The program is so comprehensive that it has the College's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Claims are filed directly with the insurance agent by the student.

Fees: $30.00 for twelve months

Provision for seven days of infirmary care is included in the resident student's fees. For additional days in the infirmary, there is a charge of $3.00 a day. A charge is made for medicine if a special prescription is required. The College physician charges the student for his services and the College bills the student. See Health Services, page 157.

CARE OF PROPERTY

Damage to, or loss of, College property will be charged to the student who is responsible.

A student will be expected to maintain her room with a reasonable degree of order and cleanliness.

EXAMINATION FEES

A student who fails to take an examination at the regularly scheduled time, and this refers to any kind of examination that the College requires, must pay a late examination fee of $5.00. While the College does not assess students for any exemption or credit they may earn by examination in courses that are offered by Chatham, when it is necessary to employ an outside examiner for this purpose, the student is asked to pay a special examiner's fee.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each semester. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Business Manager of the College.

A student may not be graduated, receive honorable dismissal, grades, or a transcript of her College work until all accounts with the College have been settled.

Charges for students entering College the second semester will be one-half the stated rates for the College year.

In cases in which a scholarship has been awarded, one-half of the scholarship will be applied each semester.

Statements showing charges for bookstore purchases, infirmary bills, guest charges, etc. are given to students at the end of each month and payment is due in thirty days.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through the local banks, the Insured Tuition Payment Plan, or The Tuition Plan, Inc.

Information concerning these programs is available upon request to the Bursar. Requests should be made and forms completed prior to registration.

REFUNDS

College operating expenses are planned on a yearly basis, and likewise student charges are planned on a yearly basis. Actual billing, however, is related to semesters and there is no refund, except adjustment in board for resident students because of absence, withdrawal, illness, suspension, dismissal, or other reason.

The date of withdrawal is the date on which the Dean of Students is informed of the fact, in writing, by the parent or guardian.

FINANCIAL AID

Financial aid is available to qualified students who without such aid would be unable to attend Chatham. The criteria used to determine eligibility for aid are: financial need, academic achievement to expected level of individual ability, good work performance, and contribution to the community. Financial aid awards range from $100 to $2900 per year.

Three kinds of financial aid are offered to students with need: academic grant, guaranteed work, and loan. An academic grant is awarded only in conjunction with guaranteed work, and in most cases with a loan. Guaranteed work entails work responsibilities on campus. A student works approximately six hours a week for a $220 award and nine hours a week for a $330 award.

Loans are available from two sources, the National Defense Student Loan Program and the Chatham College Loan Fund. From the National Defense Program, a student may borrow up to $1,000 a year. The repayment period and the interest begin nine months after the student ends her studies. The loans bear interest at 3 per cent a year. The repayment of principal may be extended over a ten-year period. If a borrower becomes a full-time teacher in a public or other non-profit elementary or secondary school or institution of higher education in a state, or in an elementary or secondary school overseas of the United States Armed Forces, the loan plus interest is canceled at the rate of 10 per cent for each year of teaching service up to 50 per cent of the sum borrowed. Repayment of loan and interest is deferred up to three years while a borrower is serving in the United States Armed Forces, with the Peace Corps, or as a Volunteer in Service to America. It is also deferred while a borrower is enrolled at an institution of higher education and is carrying at least half-time study.

In the Chatham Loan Program, repayment and interest begin when the borrower ends her studies at Chatham. A loan has an interest rate of 3 per cent per year and must be completed within three years. In both programs monthly repayments are made to the College Bursar. A schedule of repayments should be arranged with her before the borrower leaves Chatham College.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, the results of the College Entrance Examination Board tests, secondary school record, personal qualifications, and future promise. Freshmen applicants for financial aid should complete admission and scholarship forms and return them simultaneously with a $20 application to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR UPPERCLASSMEN

Students must re-apply each year for all financial aid. Applications may be obtained from the Director of Financial Aid. A student's initial financial aid remains basically the same, with modifications based on changes in her or her family's resources and on greater financial responsibility for her own education by an increase in self-help: work, and/or loan.

All financial aid awards are reviewed each year upon re-application by the student, and are renewed if she meets the financial aid criteria of financial need, fulfilling her work commitment, contributing to the community, and meeting the academic criterion.

A student's academic eligibility is based on her individual ability and achievement. If a student falls below her expected achievement, there will be a change in her financial aid, depending on her total college performance. She might get more self-help and less grant, no grant, or no financial aid.

A number of endowed scholarships and scholarships contributed by individuals, groups, and foundations, are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

NAME SCHOLARSHIPS

The following name scholarships are awarded to upperclassmen by the Financial Aid Committee.

ALUMNAE SCHOLARSHIPS are made possible by a $100,000 endowment fund contributed by alumnae and established in 1958. Additional funds for Alumnae Scholarships are made available by the Association or by one of the Alumnae Clubs.

THE MR. AND MRS. WILLIAM G. BECHMAN TRUST FUND, established in 1957, in honor of their daughter, Kathryn Bechman Dodds, is for the purpose of providing scholarship aid for deserving students.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students from West Virginia.

THE JANET L. BROWNLEE SCHOLARSHIP was established by the alumnae of Dilworth Hall in honor of Miss Janet L. Brownlee, principal of Dilworth Hall from 1887 to 1917.

THE MARY SHAW CAMPBELL SCHOLARSHIP FUND was established in 1957 by Margaret Shaw Campbell in memory of her mother. The income of the fund is to be used to provide scholarship aid for deserving students.

THE JANE B. CLARK MEMORIAL SCHOLARSHIP was established in 1924 by alumnae in honor of Jane B. Clark, who was on the faculty of the College from 1887 to 1906.

THE CLASS OF 1904 SCHOLARSHIP was established in 1964 as a sixtieth anniversary gift to the College.

THE CLASS OF 1945 SCHOLARSHIP was established by the class in 1955 and provides funds for scholarship aid, preferably to alumnae daughters.

THE CORA HELEN COOLIDGE MEMORIAL SCHOLARSHIP, given by the Pittsburgh Colony of New England Women, is awarded each year to a member of the freshman class. Preference is given to a student from the New England area and to a daughter of an alumna.

THE LABERTA DYSART SCHOLARSHIP is given in honor of Miss Laberta Dysart, professor of history from 1926 to 1958, and author of the history of the College, *Chatham College: The First Ninety Years.*

THE LOUISE BROWN GURSHA MEMORIAL SCHOLARSHIP FUND, established in 1965 by Mr. A. L. Gursha in honor of his wife, an alumna of the College, to provide scholarship aid for deserving students.

THE FLORENCE KINGSBACHER FRANK SCHOLARSHIP was established by her family in 1940 in memory of Florence Kingsbacher Frank, a graduate of the College in the class of 1913.

THE J. ALEXANDER HARDY SCHOLARSHIP was established in 1948 to assist deserving students in obtaining a college education.

THE HARTLEY SCHOLARSHIPS were established in 1957 by the bequest of Mrs. Lyde D. Hartley.

THE ETHEL W. KEISTER FUND, established in 1957, is for scholarship support for students in music and in the creative arts.

THE FRANI ZIMMERMAN KLINE SCHOLARSHIP was established as a memorial to the late Frani Zimmerman Kline of the class of 1958. Preference is given to a student in elementary education.

THE LUELLA P. MELOY ALUMNAE SCHOLARSHIP is presented in memory of Miss Meloy, graduate of the College in 1884, and member of the faculty for many years. Miss Meloy pioneered in the teaching of social service.

THE MARY ROBBINS MILLER SCHOLARSHIP was given in 1925 by alumnae and friends of Mrs. Miller, a trustee of the College from 1901 to 1921.

THE MINNA KAUFMANN-RUUD SCHOLARSHIPS were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Priority is given to those who plan to follow careers in the concert, operatic, or teaching fields. The Foundation provides additional grants for summer study, further musical training, and other expenses. The amount of the scholarships may range from $100 to the full expense of attending college.

THE MITCHELL SCHOLARSHIP was established in 1948 an maintained by The Dr. William T. Mitchell, Jr. and Elsie Breese Mitchell Fund of The Pittsburgh Foundation. The yearly income is t be used for a scholarship in music.

THE MARY HAWES NEVIN SCHOLARSHIP is in honor o Mary Hawes Nevin, an alumna of the class of 1896.

THE DOROTHY B. NEWELL SCHOLARSHIP, established i 1958 by an alumna of the College, is awarded each year to one or more deserving students.

THE HELEN E. PELLETREAU SCHOLARSHIP was establishe in 1894 by alumnae in honor of Helen E. Pelletreau, president of the College from 1878 to 1894.

THE HARRIET DUFF PHILLIPS ALUMNAE SCHOLARSHIP is given in memory of Mrs. John M. Phillips, former alumnae representative on the Board of Trustees, and noted for her work i both college and civic activities.

THE PITCAIRN-CRABBE SCHOLARSHIPS are annual scholarship awards by The Pitcairn-Crabbe Foundation for two deserving Chatham students.

THE PRESSER FOUNDATION SCHOLARSHIP is awarde by the foundation annually to the College for a student of good character and satisfactory standing who needs financial help. At least one-third of her course work must be in music.

THE READER'S DIGEST FOUNDATION ENDOWED SCHOLARSHIP FUND is awarded to a deserving student or students on financial aid.

THE MARTHA B. SATLER SCHOLARSHIP is awarded to a deserving student on financial aid.

THE LUCY AMES SCHMITZ FUND, established by bequest of Miss Schmitz in 1965, provides scholarships "to aid worthy and deserving students who require assistance to further their education."

THE SHALOM AWARD, established in 1960, is given annually to an outstanding student of the College.

THE SOCIETY OF PENNSYLVANIA WOMEN IN NEW YORK provides funds for scholarships each year.

THE HERBERT LINCOLN SPENCER ALUMNAE SCHOLARSHIP is awarded in memory of Dr. Spencer, president of the College from 1935 to 1945.

THE MARY ACHESON SPENCER SCHOLARSHIP was established in 1950 by relatives and friends in honor of Mary Acheson Spencer, member of the class of 1883.

THE MARJORIE WAYNE WECHSLER AWARD, established in memory of Mrs. Richard L. Wechsler of the class of 1946, is given to a worthy and deserving student in the field of art.

SPECIAL CRITERIA SCHOLARSHIPS

CHATHAM COLLEGE NATIONAL MERIT SCHOLARSHIPS are offered to five finalists who wish to attend Chatham.

MINISTER-TEACHER DAUGHTER SCHOLARSHIPS are offered to freshman applicants who are daughters of teachers or ministers in Allegheny County. In order to qualify for these scholarships of varying amounts the candidate must meet the financial aid requirements and must enroll as a commuting student.

SPECIAL CRITERIA PROGRAM

COLLEGE WORK-STUDY, a Federal government-sponsored program, enables eligible students to earn money toward their college expenses. To be eligible a student must have financial need for education expenses, be enrolled full-time, and be in good standing.

A student may work on campus or off-campus for public or non-profit organizations. Chatham off-campus students work in diverse areas: tutoring underprivileged children, staffing a junior extension council, assisting in the archaeology department of a museum, organizing an opportunity center, contributing to an ethnic newspaper, serving on an inter-faith committee. Many of these projects are coordinated with staff from Vista, Head Start and the Job Corps. This program also operates during the summer.

EDUCATIONAL OPPORTUNITY GRANTS, a Federal government-sponsored program of direct awards, are available to a limited number of students. To be eligible a student must have exceptional financial need, be enrolled full-time, and be in good standing. Grants range from $200 to $1000 a year.

ANNUAL AWARDS

THE AIKEN ART AWARD is given for the most outstanding work in all categories of the annual student art exhibition.

AMERICAN CHEMICAL SOCIETY STUDENT AFFILIATE AWARD recognizes the junior chemistry major with the highest academic standing.

THE ANNE HARRIS ARONSON PRIZE in English, established in 1958 in memory of Anne Harris Aronson, class of 1955, is awarded each year to that student whose scholarly and creative contribution in the tutorial has been outstanding.

THE CHATHAM COLLEGE ALUMNAE ASSOCIATION AWARD, established in 1951, is awarded to a senior who has shown a genuine interest in learning, and evidenced outstanding interest in civic and community affairs.

THE ANNA RANDOLPH DARLINGTON GILLESPIE AWARD was established in 1925 for a senior who has made real contributions to the College in service, character, and leadership.

THE HEINZ SUMMER STUDY ABROAD AWARD was established in 1961 by Mrs. Clifford S. Heinz. It is given to an outstanding upperclassman (seniors not eligible) needing financial assistance for productive foreign study and travel.

THE MILHOLLAND BIBLE AWARD was established in 1948 in memory of Sarah Agnes Milholland and is presented to a student of outstanding merit and achievement in the field of religion.

THE ANNA DRAVO PARKIN HISTORY AWARD, first started in 1935, is presented to a member of the senior class for outstanding work in history. This award was founded by Mrs. Anna Dravo Parkin in memory of her granddaughter, Anna Dravo Parkin, class of 1936, who died while a junior at the College.

THE PITTSBURGH FEMALE COLLEGE ASSOCIATION AWARD was established in 1927 as a memorial to the Pittsburgh Female College Association. The award is made to a junior of outstanding rank who has also made a real contribution to college life.

THE PSYCHOLOGY AWARD for outstanding involvement in psychology.

THE WILLIAM J. STRASSBURGER AWARD, which was established in 1954, is presented to a student outstanding in the field of music.

SPECIAL FUNDS

THE BUHL ENDOWMENT FOR THE HUMANITIES was established in 1957 by a grant of The Buhl Foundation to encourage superior instruction and creative activity on the part of faculty members in the humanities. The funds are currently supporting an accomplishment award, visiting lectureships, and individual and group projects.

THE CLASS OF 1956 FUND was established in June, 1956 to provide income for additional books in the Library.

THE CLASS OF 1957 FUND was established in June, 1957 to provide income for additional books in the Library.

THE CORA HELEN COOLIDGE FUND was left to the College in 1932 through the will of the late Cora Helen Coolidge, former president of the College. The income from this fund is to supply books for the Library.

THE FLORENCE HOLMES DAVIS FUND was established in 1924 by the Alumnae as a memorial to Florence Holmes Davis, class of 1875. The income from this fund is used for the purchase of boo in the Library.

THE MAURICE FALK ENDOWMENT FOR THE ENRICH MENT OF UNDERGRADUATE TEACHING AT CHATHA COLLEGE was established in 1964 by a grant from The Maurice an Laura Falk Foundation. The income from the endowment is intende for the support of "such projects and programs as the President an Trustees may deem wise in order to preserve and extend the quality teaching and scholarship in the liberal arts so that Chatham Colleg may continue its leadership among the nation's top liberal arts colleges.

THE ANNA RANDOLPH DARLINGTON GILLESPIE EN DOWMENT FUND was established in 1948 and revised in purpo and amount in 1963. The principal portion of the income is to be use to enrich the College's work in the field of philosophy and relate disciplines, especially those concerned with values. The Fund suppor the Gillespie Professorship, brings visiting lecturers to the campus, pr vides for faculty leaves, and allows for the enlargement of the Libra collection.

THE IRENE HEINZ GIVEN PROFESSORSHIP, established 1958 with funds provided by The Irene Heinz Given and John La Por Given Foundation, Inc., is a professorship awarded to a superior teach in a major field of study. It may be used in any field for one or mo years, the purposes being to strengthen the educational program of th College and to attract eminent teachers.

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THE VIRA I. HEINZ GRANT supports an annual series of le tures and discussions. The grant is awarded from the Vira I. Hein Fund of The Pittsburgh Foundation.

THE RUTH J. LAW LEGACY was left to the Chatham Colleg Alumnae Association in 1964 through the will of Ruth J. Law, class 1917, in memory of her mother, Caroline Law. By action of the Alumna Association, the income from the $2000 bequest is to be used annuall to purchase fine books for the Library.

THE HENRY D. LINDSAY MEMORIAL, a fund established through bequest of a former president of the College who served from 1906 to 1914, may be spent at the discretion of the President and Trustees.

THE HELEN IRWIN AND JAMES E. MacCLOSKEY LIBRARY FUND was established in 1933 in memory of Helen Irwin Mac Closkey, class of 1898. The income from this fund is to supply books for the browsing room in the Library.

THE MARY HELEN MARKS VISITING PROFESSORSHIP, named in honor of Dean Emeritus Marks, who served as dean from 1922 to 1952 and as acting president from 1933 to 1935, was established in 1957 by Mrs. Robert D. Campbell to enable the College to avail itself of the experience of distinguished professors in the various fields of knowledge, normally for a period of one year. Professors who have recently retired from important academic positions in other institutions will be given first consideration. The fields selected will vary from year to year in terms of needs and purposes. The intent of the professorship is to enrich the curriculum of the College through the effective use of outstanding people with varied backgrounds and interests.

THE MARTHA McGHEE-DAVID FLEMING MEMORIAL ENDOWMENT, established in 1966, is to be used for the cultural life of the College, to purchase paintings, books for the library, or for lectures.

THE PITCAIRN-CRABBE LIBRARY FUND was established in 1957 by the trustees of The Pitcairn-Crabbe Foundation to provide funds for the purchase of books in religion and in the social studies.

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THE MARY ACHESON SPENCER LIBRARY FUND was established in 1947 in honor of the late Mary Acheson Spencer, class of 1883 and a member of the Board of Trustees. The income on five thousand dollars is used for the purchase of books in the Library.

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B.A., Westminster College; M.A., Ph.D., University of Pittsburgh.

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B.A., Harvard University; M.A., George Washington University.

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J. CUTLER ANDREWS (1947) . . . *History*

B.A., Ohio Wesleyan University; M.A., Ph.D., Harvard University.

WILLARD E. ARNETT (1957) ....*Philosophy*
B.A., Berea College; M.A., Ph.D., Columbia University.

STEPHEN BORSODY (1948) ....*History*
Doctor of Judicial and Political Science, Charles University, Prague; Privatdocent of East European History, University of Budapest.

WING-TSIT CHAN (1966) ....*Gillespie Professor of Philosophy*
B.A., Lingnan University, Canton; M.A., Ph.D., Harvard University; Hon. A.M., Dartmouth College.

LILY E. DETCHEN (1948) ....*Research Professor of Education*
B.A., M.A., University of Louisville; Ph.D., University of Chicago.

JAMES C. DIGGORY (1966) ....*Psychology*
B.A., The King's College; M.A., Ph.D., University of Pennsylvania.

FRANCES ELDREDGE (1953) ....*English*
B.A., Wellesley College; M.A., Tufts University; Ph.D., University of Chicago.

PHYLLIS M. FERGUSON (1943) ....*Drama*
B.A., Emerson College; M.A., Ph.D., University of Pittsburgh.

A. IRVING HALLOWELL (1967) ....*Mary Helen Marks Professor of Anthropology*
B.S., M.A., Ph.D., University of Pennsylvania.

DAVID HENDERSON (1961) ....*Sociology*
B.A., Westminster College; M.A., Ph.D., University of Pittsburgh.

WILLIAM J. KEEFE (1952) ....*Given Professor of Political Science*
B.S., Illinois State University; M.A., Wayne State University; Ph.D., Northwestern University.

NAHUM Z. MEDALIA (1965) ....*Sociology*
B.A., Harvard University; M.A., University of Missouri; Ph.D., Harvard University.

MARK C. PAULSON (1965) ....*Chemistry*
B.S., University of Illinois; Ph.D., University of Rochester.

RUSSELL G. WICHMANN (1946) .... *Music*
Mus. B., Lawrence College; M.S.M., Union Theological Seminary; Student of LaVahn Maesch, Clarence Dickinson, Marcel Dupre.

ASSOCIATE PROFESSORS

FRED ADELMAN (1962) .... *Anthropology*
B.A., Yale University; M.A., Ph.D., University of Pennsylvania.

WILLIAM A. BECK (1958) .... *Mathematics*
B.S., Case Institute of Technology; M.S., Ph.D., Purdue University.

PATIENCE T. BLAYDEN (1953) .... *Physical Education*
B.S., Boston University; M.Ed., University of Pittsburgh.

NORMAN W. CHMURA (1965) .... *Biology*
B.S., Western Reserve University; M.S., University of New Hampshire; Ph.D., University of Maryland.

JOHN W. CUMMINS (1954) .... *English*
B.A., M.A., Ohio Wesleyan University; Ph.D., University of Pennsylvania.

HARRY C. GOLDBY (1965) .... *French*
B.A., M.L., University of Pittsburgh; M.A., Middlebury College; Diplome de Phonetique, University of Paris.

HUSAIN HADDAWY (1966) .... *English*
B.A., University of Maryland; M.A., Ph.D., Cornell University.

FRANK A. HAYES (1957) .... *Philosophy*
B.A., M.A., Stanford University; Ph.D., Indiana University.

LAWRENCE M. KNOLLE (1962) .... *Education*
B.A., M.A., University of Colorado; Ed.D., Columbia University.

FRANK M. LACKNER (1961) .... *Psychology*
B.S., University of Pittsburgh; M.A., Ohio State University; Ph.D., University of Pittsburgh.

VINCENT LoCICERO (1966) ....*German*
B.A., Brooklyn College; M.A., Ph.D., University of Illinois.

MARY A. McGUIRE (1956) ....*English*
B.A., University of Maine; M.A., Ph.D., Columbia University.

ANN FREEMAN MEYVAERT (1958) ....*History*
B.A., Wellesley College; M.A., Ph.D., Radcliffe College.

JACK H. NEESON (1965) ....*Drama*
B.A., University of Delaware; B.D., Virginia Theological Seminary; M.A., Ph.D., Western Reserve University.

ALBERT O. OSSMAN, JR. (1957) ..*Political Science and Economics*
B.A., M.A., Ph.D., Syracuse University.

OAKLEY S. RAY (1963) ..*Adjunct Associate Professor of Psychology*
B.A., Cornell University; M.Ed., Ph.D., University of Pittsburgh.

WILLIS D. RICHEY (1963) ....*Chemistry*
B.A., Hiram College; Ph.D., University of Rochester.

JEROME S. WENNEKER (1946) ....*Drama*
B.A., University of Missouri; M.F.A., D.F.A., Yale University.

ASSISTANT PROFESSORS

DONALD G. ADAM (1966) ....*English*
B.A., Harvard University; Ph.D., University of Rochester.

FRANKLYN G. BONN, JR. (1965) ....*Political Science*
B.A., M.A., Ph.D., University of Minnesota.

JERRY L. CAPLAN (1959) ....*Buhl Assistant Professor of Art*
B.F.A., M.F.A., Carnegie Institute of Technology; Student of Louise Bouche, Morris Kantor, John Corbina, Byron Browne, John Hovannes.

J. DALE CHASTAIN (1960) ....*Political Science*
B.A., College of Wooster; M.A., University of Iowa.

LOUIS P. COYNER (1963) ....*Music*
B.F.A., M.F.A., Carnegie Institute of Technology; Ph.D., University of Iowa.

DORIS B. CROZIER (1963) ....*Anthropology*
B.A., Trinity College; M.A., New York University.

LEONARD M. FRIEDMAN (1961) ....*French*
B.A., New York University; Lic. es Let., University of Geneva, Switzerland.

GERST A. GIBBON (1967) ....*Chemistry*
B.A., Albion College; M.S., Ph.D., Carnegie-Mellon University.

CONRAD M. HESS (1965) ....*Biology*
B.A., Alfred University; M.S., Ph.D., University of Washington.

FLORENCE S. KOSSOFF (1963) ....*Art History*
B.A., Smith College; M.A., New York University.

LORENZO A. MALFATTI (1956)......*Director of Choral Activities and Assistant Professor of Music*
Graduate, Juilliard School of Music; Student of Mack Harrell, Rachele, Maragliano Mori, Virgilio Mortari.

LORRAINE L. MORGAN (1966) ....*Education*
B.S., M.Ed., D.Ed., University of Pittsburgh.

BARBARA F. NODINE (1967) ....*Visiting Assistant Professor of Psychology*
B.A., Bucknell University; M.S., Ph.D., University of Massachusetts.

LIANE E. NORMAN (1967) ....*English*
B.A., Grinnell College; M.A., Ph.D., Brandeis University.

ARTHUR G. SMITH (1963) ....*History*
B.A., Muskingum College; M.S., Ph.D., University of Wisconsin.

JULIE C. VINCENT (1967) ....*French*
Baccalaureat, Universite Catholique de Louvain (Belgium); Master in Romance Philology, Agregation in Romance Philology, Universite Lovanium (Leopoldville); Ph.D., University of Pittsburgh.

INSTRUCTORS

DOREEN E. BOYCE (1963) .... *Economics*
B.A., M.A., Oxford University.

BARBARA J. CLARKE (1967) .... *Biology*
B.A., M.S., University of Maine.

JOHN R. CURRY (1967) .... *Mathematics*
B.A., M.A., West Virginia University.

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B.A., M.A., University of New Mexico.

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B.A., Carleton College; M.A., Washington University.

WILLIAM J. JUNGELS (1964) .... *English*
B.A., University of Notre Dame; M.A., The Johns Hopkins University.

SARA M. McGRATH (1963) .... *Physical Education*
B.S., M.Ed., East Stroudsburg State College.

CAROL A. MATZ (1967) .... *Spanish*
B.A., Ohio Wesleyan University; M.A., Ohio State University.

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B.A., DePauw University; B.F.A., M.F.A., Yale University.

ROGER D. RAY (1967) .... *History*
B.A., Baylor University; B.D., Southern Baptist Seminary.

JANE L. RIFKIN (1967) .... *Psychology*
B.A., Mount Holyoke College; M.S., Tufts University.

HENRY D. SPINELLI (1961) .... *Music*
B.A., Carnegie Institute of Technology; Student of Eunice Norton.

THELMA W. TAYLOR (1960) .... *Philosophy*
B.A., University of Arkansas; M.A., Columbia University.

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B.A., Oberlin College; M.S., University of Pittsburgh.

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B.A., Denison University; M.A., The Johns Hopkins University.

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B.A., Wesleyan University; B.D., Western Theological Seminary.

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B.A., Chatham College; M.A., University of Pittsburgh.

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Ph.D., Harvard University.

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B.A., Gordon College; M.S., Boston University; Ph.D., Brandeis University.

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B.A., Hunter College; M.A., University of Pittsburgh.

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B.A., Brooklyn College; M.A., New York University.

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B.S. (Chemical Engineering), B.S. (Industrial Management), Carnegie Institute of Technology.

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B.S., Technical University, Goethen, Germany; M.A., Imperial Conservatory, Kiev, Russia; Student of Carl Flesch and Michael Press.

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B.A., Queens College; M.A., Ph.D., Columbia University.

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B.A., Bryn Mawr College.

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The Alumnae Association of Chatham College, which was organized in 1876, has three main objectives: first, to advance the educational interests of the College through encouraging fine students to know Chatham; second, to renew the association of college days through organized alumnae clubs in various cities throughout the country and by class reunions on the campus; and third, to promote the Chatham College Alumnae Fund, which is the annual giving program of the Association.

The business of the Alumnae Association is conducted through the Alumnae Office at Chatham. This office, headed by the Director of Alumnae Affairs, gathers and publishes information regarding graduates and former students of the College, keeps an up-to-date file of their addresses, and promotes the interests of its members.

The Alumnae Association budget is underwritten by the College. All monies raised through the annual giving program are given to the College to be used in the academic program. Students receiving scholarships from these funds are designated as Alumnae Scholars.

The official publication of the Alumnae Association is *The Alumnae Recorder,* a semi-annual magazine devoted to news of Chatham and its graduates. In addition, alumnae are kept aware of events at the College by news bulletins issued periodically by the Department of Public Relations.

The Alumnae Council, composed of officers of the Association, alumnae trustees, chairmen of all committees, a representative from each alumnae class and each alumnae club as well as a limited number of associate alumnae, meets annually at the College. The Council provides an opportunity for delegates to present ideas, express opinions, and participate in constructive planning for the future. Alumnae Day, Class Reunions, and the annual business meeting are held the weekend following Commencement.

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BALTIMORE, MARYLAND—Mrs. Helmut F. Cascorbi (Ann Morgan '50); 7902 Roldrew Avenue, Baltimore, Maryland 21204

BOSTON, MASSACHUSETTS—Mrs. James Booth (Joan Anderson '59); 199 Mt. Auburn Street, Cambridge, Massachusetts 02138

NORTHERN NEW JERSEY—Mrs. D. J. Shombert (Mary Louise Matvey '54); 199 Chaucer Drive, Berkly Heights, New Jersey 04922

BUFFALO, NEW YORK—Mrs. Paul E. Ruch (Joan Swannie '49); 135 Halwill Drive, Snyder, New York 14226

NEW YORK CITY—Mrs. Roger E. Brower (Elm Musson x'56); 535 East 86th Street, New York, New York 10028

CLEVELAND, OHIO—Mrs. Harry L. Farmer (Dolores Gintert '54); 2992 Chadbourne Road, Shaker Heights, Ohio 44120

UPPER MIDWEST—Mrs. Ronald M. Hays (Inna Komarnitsky '58); 5857 Creek Valley Road, Minneapolis, Minnesota 55435

PHILADELPHIA, PENNSYLVANIA—North Philadelphia Club—Mrs. Richard P. Colbert (Barbara Jane Evans '56); 1715 Addison Street, Philadelphia, Pennsylvania 19146
Mainline-Delaware County Club—Mrs. J. Kenneth Delmar (Sara Westlake '62); 100 Stanton Road, Havertown, Pennsylvania 19083

MT. LEBANON AREA—Mrs. B. K. Pospishil (Ruth Scrivens x'27); 295 Shadowlawn Drive, Pittsburgh, Pennsylvania 15216

DOWNTOWN—Miss Helen Ryman ('24); 50 Academy Avenue, Pittsburgh, Pennsylvania 15228

PITTSBURGH JUNIOR SIXTIES—Mrs. David Howarth (Mary Krein '65); 6202 Howe Street, Pittsburgh, Pennsylvania 15232

ALUMNAE REPRESENTATIVES FOR 1967-1968

Alumnae representatives appointed by the College are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the College, to act as good-will emissaries, and to aid the College in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

ARIZONA—Mrs. Arthur P. Dansak (Barbara Hoge '49); 2124 East Solano Drive, Phoenix, Arizona 85016

Mrs. Jared M. Jackson (Jennine Johnson '58); 7109 Port au Prince, Tucson, Arizona 85710

CALIFORNIA—Mrs. Jack H. Samson, Jr. (Mary Singer '42); 512 Vaquero Road, Arcadia, California 91007

Mrs. Walter Ray McCann (Katherine James '31); 783 Garland Drive, Palo Alto, California 94303

Mrs. Orville Recht (Nancy Levendorf '60); 3120 San Juan Drive, Fullerton, California 92632

COLORADO—Mrs. Glen A. Pray (Elizabeth Rowse '42); 2776 South Benton Street, Denver, Colorado 80227

CONNECTICUT—Miss Rosemarie J. Pysh ('56); 78 Townsend Avenue, New Haven, Connecticut 06512

Mrs. Varick D. Schwartz (Mary Bovard '50); 191 Hunter Drive, West Hartford, Connecticut 06107

Mrs. Bartlett R. Price (Miles Janouch '43); 56 Wright Street, Westport, Connecticut 06880

DELAWARE—Mrs. Warren I. Pollock (Lois Gilpin '55); 300 Alders Drive; Oak Lane Manor, Wilmington, Delaware 19803

FLORIDA—Mrs. James A. Stuart (Jane Rowlett '54); 2653 N. E. 35th Drive, Fort Lauderdale, Florida 33308

GEORGIA—Mrs. Robert K. Brown (Joanne Pople '56); 689 Longleaf Drive N. E., Atlanta, Georgia 30305

HAWAII—Mrs. J. I. F. Reppun (Jean Engel '35); 47-410 Lulani Street, Kaneohe, Oahu, Hawaii 96744

ILLINOIS—Mrs. Louis Skidmore, Jr. (Margaret Cooke '60); 672 Irving Park Road, Chicago, Illinois 60613

Mrs. David T. Christie (Marian Lean '46); 345 Eaton Street, Northfield, Illinois 60093

Mrs. Richard A. Waichler (Nancy Follet '55); 1020 Superior Street, Oak Park, Illinois 60302

INDIANA—Mrs. Glenn L. McCurdy (Helen Jane Taylor '43); Rural Route 7, Box 159, Booneville; Big Cynthiana Road, Evansville, Indiana 47712

Mrs. John W. Klotz (Florence Succop '42); 8 Tyndale Place, Fort Wayne, Indiana 46805

Mrs. Robert Linke (Dorothy Purkiss '42); 3233 North Park Avenue, Indianapolis, Indiana 46205

Mrs. William M. Davis (Louise Eddy '52); 1704 Crestview Drive, New Albany, Indiana 47150

KENTUCKY—Mrs. Richard H. Wells (Mary Jean Kimball '48); 3407 Woodstock Circle, Lexington, Kentucky 40502

Mrs. William M. Davis (Louise Eddy '52); 1704 Crestview Drive, New Albany, Indiana 47150 (Near Louisville, Kentucky)

MAINE—Mrs. Edward R. Nelson (Ruth Clark '40); 222 Bradley Street, Portland, Maine 04103

MARYLAND—Mrs. W. Taylor Brown (Virginia Royster '65); 1601 Park Avenue, Baltimore, Maryland 21217

Mrs. Edward Adelson (Lois Potts '54); 7020 Richard Drive, Bethesda, Maryland 20034

Mrs. W. Bruce Douglas (Joy Wilson '48); 1607 Holland Street, Cumberland, Maryland 21502

Mrs. Philip S. Golden (Susan Engel '61); 9908 Southall Road, Randallstown, Maryland 21133

MASSACHUSETTS—Mrs. Glenn H. Wise (Ann Reynolds '59); Glen Street, Dover, Massachusetts 02030

Mrs. Barry J. Mitchel (Judith Allan '61); 32 Harvard Street, Reading, Massachusetts 01867

Mrs. William Pounds (Helen Means '53); 33 Prince Street, West Newton, Massachusetts 02165

MICHIGAN—Mrs. James B. Blackburn, Jr. (Ethel Herrod '42); 765 Lincoln Road, Grosse Pointe, Michigan 48230

Mrs. J. Richard Krapfel (Sarabelle Segmiller '52); 3720 Meadow Lane, Lodi Estates, Saline, Michigan 48176

MINNESOTA—Mrs. Graham Courtney (Nancy Patterson '53); 4514 Casco Avenue, Edina, Minnesota 55424

Mrs. Ronald M. Hays (Inna Komarnitsky '58); 5857 Creek Valley Road, Minneapolis, Minnesota 55435

MISSOURI—Mrs. James C. Newcomb (Joan MacMillen '50); 11841 Locust Street, Kansas City, Missouri 61431

Mrs. George F. DuBois (Katherine Dykema x'51); 418 Fieldcrest Drive, Webster Groves, Missouri 63119

NEW JERSEY—Mrs. Carl T. Tourtellot, Jr. (Gertrude Beiswenger '50); 28 Hanover Road, Mountain Lakes, New Jersey 07046

Mrs. S. S. Anderson (Louise Thomson '52); 1995 Mary Beth Court, Scotch Plains, New Jersey 07076

NEW YORK—Mrs. N. William Wagar II (Cynthia Fortanier '53); 546 Glen Street, Glens Falls, New York 12801

Mrs. Jere C. Cox (Jane O'Neill '41); 4 Mary Lane, Greenvale, L. I., New York 11548

Mrs. Edward Loyd (Pat Kappel '58); 8 Ivy Place, Huntington, L. I., New York 11743

Miss Jane Sanford ('60); 381 Bonnie Brae Avenue, Rochester, New York 14618

Mrs. Chester G. Dann (Elizabeth Reed '56); 144 Corwin Road, Rochester, New York 14610

Mrs. Donald Tritschler (Marigolden Guest '51); 37 Fifth Avenue, Saratoga Springs, New York 12866

Mrs. R. L. Beede (Patricia O'Keefe '51); 50 Saratoga Drive, Scotia, New York 12302

Mrs. William P. Petro (Carol Smith '60); 171 Halwill Drive, Snyder, New York 14226

Mrs. David P. Bridges (Nancy L. Wallace '57); 293 Benedict Avenue, Tarrytown, New York 10591

Mrs. Stanton Selbst (Barbara Goodstein '58); 148 Ralph Avenue, White Plains, New York 10606

NORTH CAROLINA—Mrs. Milton G. Emery (Margaret Siviter '56); 320 Scaleybark Road, Charlotte, North Carolina 28209

OHIO—Mrs. Herbert Newman (Diane Rubin x'63); 1854 Ganyard Road, Akron, Ohio 44313

Mrs. Joseph M. Ballay (Margaret Sue Hocker '61); 1329 Leders Lane, Cincinnati, Ohio 45238

Mrs. Wilbur V. Hansen (Sally Geary '48); 2 Beech Lane, Cincinnati, Ohio 45208

Mrs. Edward G. Bauer (Catherine Parrish '64); 2297 David Drive, Parma, Ohio 44134

Mrs. Ralph H. Goettler (Barbara Eckel '60); 2965 Brandon Road, Columbus, Ohio 43221

Mrs. Richard Gallaway (Mary Peck '60); 3901 Grantley Road, Toledo, Ohio 43613

Mrs. Raymond D. Otto (Sheila Stevens '57); 2114 Shenandoah Road, Toledo, Ohio 43607

OREGON—Mrs. William G. Rohlffs (Emelyn Taylor '27); 2234 S. W. King's Court, Portland, Oregon 97205

PENNSYLVANIA—Mrs. Charles C. Bradley (Patsy Speers '45); 1004 Wilde Avenue, Drexel Hill, Pennsylvania 19027

Mrs. Joseph M. Woods III (Sally Johnston '58); 1133 Little Lehigh Drive, Emmaus, Pennsylvania 18049

Mrs. William Anderson (Cora Davis '50); 5302 Wolf Road, Erie, Pennsylvania 16505

Mrs. W. Ronald Cocke IV (Nancy Cannon '57); 5418 Gardner Drive, Erie, Pennsylvania 16509

Mrs. Henry A. Owens (Ellen Snodgrass '60); 4-A6 Mt. Vernon Garden Apts; Easton Road, Glenside, Pennsylvania 19038

Miss Isabelle M. Allias ('54); 251 North Street, Harrisburg, Pennsylvania 17101

Mrs. Harry M. Stewart (Barbara Senior '54); 942 Pleasure Road, Lancaster, Pennsylvania 17601

Mrs. W. S. Emley (Shirley Gordon '35); R. D. #3; Maitland Lane West, New Castle, Pennsylvania 16101

Mrs. Frank Everett (Phyllis Smith '52); 306 Smithfield Road, Wallingford, Pennsylvania 19086

Mrs. Bernard H. Berman (Martha Yorkin '46); 685 North Wade Avenue, Washington, Pennsylvania 15301

Mrs. William A. Seaman (Jeannette Roux '59); 14 East Hollenback Avenue, Wilkes Barre, Pennsylvania 18702

Mrs. David L. Reeser (Barbara Heck '59); 1033 Wayne Avenue, Wyomissing, Pennsylvania 19610

Mrs. Earl S. Lathrop (Margaret Graham '42); 1740 Ridgewood Road; R. D. #7, York, Pennsylvania 17402

RHODE ISLAND—Mrs. Clifton M. Monroe, Jr. (Helen Roesing '63); 5300 Post Road, Apt. 249, East Greenwich, Rhode Island 02818

TEXAS—Mrs. John P. Hall, Jr. (Carol Fraser '58); 6231 DeLoache Avenue, Dallas, Texas 75225

Mrs. Robert G. Croyle (Eleanor Meaner '38); 13311 Butterfly Lane, Houston, Texas 77024

VIRGINIA—Mrs. Robert W. Harris (Barbara Whiteside '50); 2203 Forest Hill Road, Alexandria, Virginia 22307

Mrs. Lester A. Wilson, Jr. (Lillian McFetridge '39); 1915 Meadowbrook Road, Charlottesville, Virginia 22901

WASHINGTON—Mrs. Dan Morris Guy, Jr. (Judi Rogers '58); 16724 S. E. 28th Street, Bellevue, Washington 98004

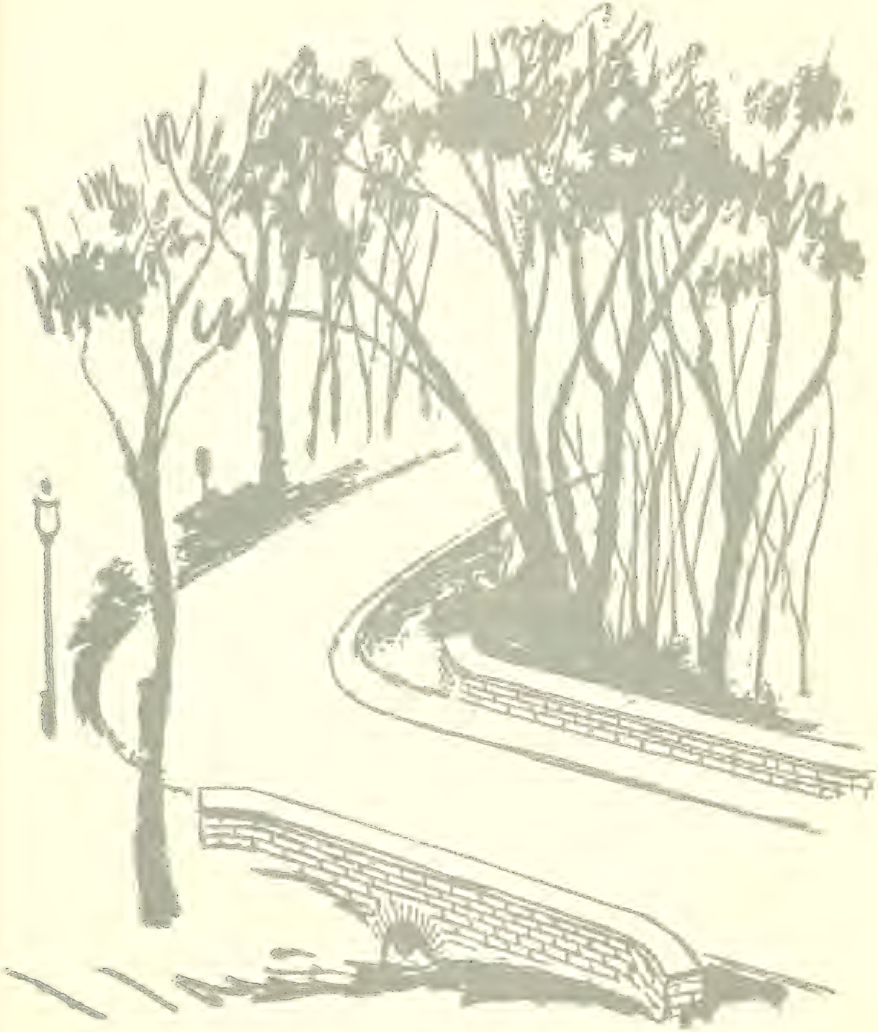
WEST VIRGINIA—Mrs. Robert B. Power (Joan Mering x'53); 915 Alynwood Circle, Charleston, West Virginia 25304

Mrs. Joseph Earley (Ruth Ludebuhl '33); 1408 Peacock Lane, Fairmont, West Virginia 26554

Mrs. Albert H. Wilson (Barbara Williams '54); 1437 Spring Valley Drive, Huntington, West Virginia 25701

Mrs. Louis Pollack (Junietta Kalbitzer '29); 18 Oakmont Road, Wheeling, West Virginia 26002

WISCONSIN—Mrs. C. W. Berger (Jean Andress '36); 2840 Menomonee River Parkway, Milwaukee, Wisconsin 53222



GENERAL COLLEGE INFORMATION

Chatham College

ACADEMIC CALENDAR FOR 1967-1968

Freshmen arrive	Sunday, September 10
Upperclass registration	Tuesday, September 12
Freshman registration	Wednesday, September 13
Classes begin	Thursday, September 14
Thanksgiving Vacation	Wednesday, November 22, 4:10 p.m. to Monday, November 27, 8:30 a.m.
End of classes and Christmas Vacation	Wednesday, December 20, 4:10 p.m. to Tuesday, January 2, 8:30 a.m.
Study Period	Tuesday, January 2 through Sunday, January 7
Final examinations	Monday, January 8 through Tuesday, January 16
Second semester begins	Monday, January 22
Spring Vacation	Friday, March 15, 5:45 p.m. to Monday, April 1, 8:30 a.m.
Study Period	Thursday, May 9 through Monday, May 13
Final examinations	Tuesday, May 14 through Wednesday, May 22
Commencement	Sunday, May 26

Services and Auxiliary Activities

THE OFFICE OF EVALUATION SERVICES

This office prepares those studies and does that research which are needed from time to time in the evaluation of the College programs and its students. It also administers all programs of institutional testing such as the placement tests, exemption examinations, senior general examinations, Advanced Placement, credit by examination, and the like. Students who have questions about their programs or records in relation to these matters should clear them with this office.

HEALTH SERVICES

The health of students is a vital concern to the College. A thorough examination, therefore, by the student's family physician is part of the admission procedure.

In addition, the College physician, at the beginning of the College year, gives medical examinations to all entering students and to all upperclass students taking physical education. These examinations are required.

Under the direction of the College physician, the resident nurse has charge of all cases of illness in the College, except those of serious or prolonged nature which require the services of a private nurse. The student is responsible for reporting her illness to the resident nurse. The College physician calls at the College at stated intervals and at other times is on call for all students. Parents who have expressed in writing a preference for their own physician will have this request honored. The best medical care in Pittsburgh is available. The College infirmary has modern equipment and provides for isolation. See Medical Expenses — page 119.

As part of the services of the Dean of Students office, the College also provides psychological consultation through a clinical psychologist and a consulting psychiatrist.

PLACEMENT SERVICE

The College provides vocational information and advice to assist students in the choice of a career. Programs and field trips are planned periodically and interviews are arranged with prospective employers.

Help is offered to graduating seniors and alumnae in finding employment. For those who have registered with the Placement Service, the office prepares a set of credentials containing personal data, subjects studied at Chatham, faculty and employer references, and work history. These papers are kept on file and are sent to prospective employers on request. During the year, recruitors visit the campus to interview seniors who have expressed an interest in their particular fields of work.

In addition, summer and part-time job opportunities are made known to students in all classes. The Placement Office also houses the Vocational Library which contains a wide range of material on various career fields of particular interest to women.

LABORATORY SCHOOL OF MUSIC

The Laboratory School of Music was established in 1949 to provide training in instrumental music to students ranging from children in the elementary grades to adults of advanced musical ability.

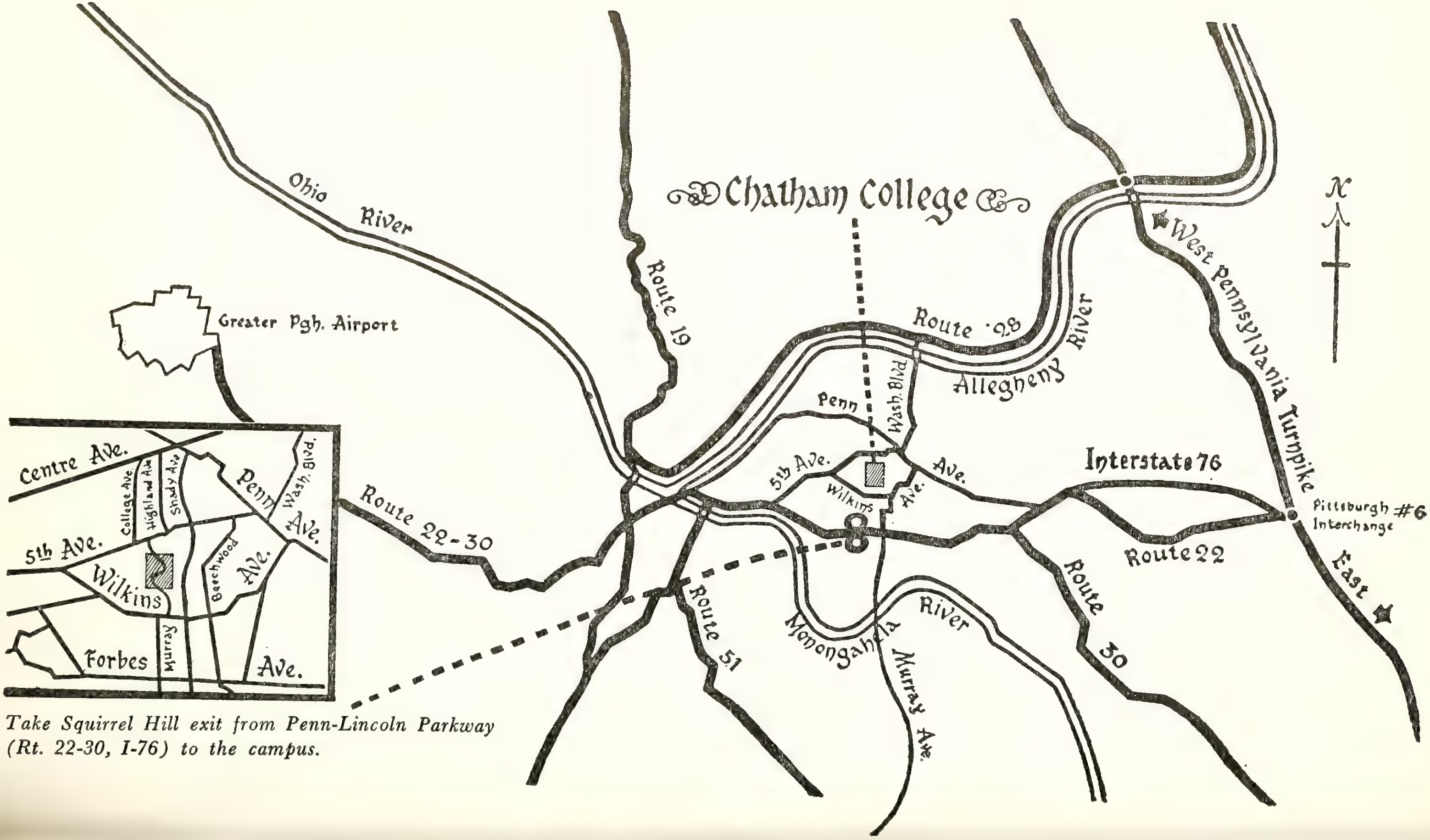
The faculty of the Laboratory School includes members of the Pittsburgh Symphony Orchestra and other prominent music educators under the direction of Mihail Stolarevsky.

HOW TO GET TO CHATHAM COLLEGE

The College campus is within a twenty minute taxicab distance from downtown Pittsburgh and the railway station, and approximately forty minutes from the airport. Approximately an hour should be allowed if visitors utilize the limousine service from the airport.

Driving to the campus from the east *and* west, it is advisable to exit the Pennsylvania Turnpike at the Pittsburgh Interchange #6 and follow Interstate 76 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after going through the Tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then immediately left onto Woodland Road. Chatham is located on Woodland Road.

When driving to the campus from downtown Pittsburgh or the airport the best route is the Penn-Lincoln Parkway (routes 22 and 30) East. Continue on the Parkway to Squirrel Hill Exit #8 (last exit before the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then immediately left onto Woodland Road. Chatham is located on Woodland Road.


Chatham College
N
Ohio River
Route 19
Greater Pgh. Airport
Route 28
Allegheny River
West Pennsylvania Turnpike
Pittsburgh #6 Interchange
East
Interstate 76
Route 22
Route 30
Route 22-30
Route 51
Monongahela River
Murray Ave.
Penn Ave.
Wash. Blvd.
5th Ave.
Wilkins Ave.
Centre Ave.
College Ave.
Highland Ave.
Shady Ave.
Penn Ave.
Wash. Blvd.
5th Ave.
Wilkins
Beechwood Ave.
Murray
Forbes Ave.

Take Squirrel Hill exit from Penn-Lincoln Parkway (Rt. 22-30, I-76) to the campus.

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